DOCUMENT RESUME

ED 339 578 RC 018 420

AUTHOR Mazzola, Michelle S., Ed.
TITLE National Conference on Rural Adult Education Initiatives, "Making Education Part of the Rural Solution: A Vision for the 1990s." Proceedings (Kansas City, Missouri, June 20-22, 1991).
INSTITUTION Kansas State Univ., Manhattan. Rural Clearinghouse for Lifelong Education and Development.
PUB DATE Nov 91
NOTE 132p.
PUB TYPE Collected Works - Conference Proceedings (021)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Access to Information; *Adult Education; *Community Development; Distance Education; *Economic Development; Educational Needs; Educational Technology; Elementary Secondary Education; Extension Education; Futures (of Society); Higher Education; Land Grant Universities; *Leadership Training; Literacy; Rural Areas; *Rural Education; School Business Relationship; *School Community Relationship
IDENTIFIERS Kansas State University; Rural Clearinghouse for Lifelong Education KS

ABSTRACT

This report on conference proceedings focuses on the issues facing rural communities in the next decade, identifies education and information needs for rural community development, and shares programs and activities. The report begins with a mission statement for the Rural Clearinghouse for Lifelong Education and Development, and provides an article on the organization's "Past Accomplishments and Future Directions." Results of structured round-table discussions are presented in "Barriers and Solutions to Rural Educational Practices." The next section lists addresses and descriptions of conference co-sponsors. Transcripts of the following keynote speeches are included: (1) "Rediscovering Place: How Education Supports Communities and Their Futures" (Barbara R. Hatton); (2) "Rural America: Why Bother in the 90s" (Frederick E. Schmidt); and (3) "The Leadership Role of Land Grant Universities in Empowering Rural America" (Jon Wefald). Brief summaries are provided for the 54 conference presentations and the 14 panel discussions. Presentations and panel discussions cover such topics as rural economic development, leadership training, rural education, literacy, distance education, partnerships between schools and businesses, gifted education, and cooperative extension. The document contains a presenters index and a listing of the host agency's publications. (KS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED339578

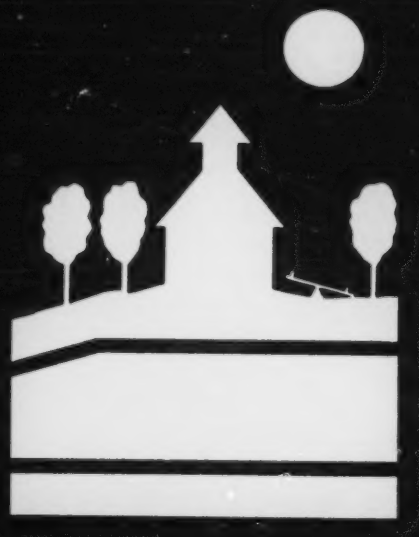
National Conference on Rural Adult Education Initiatives

"Making Education Part of the Rural Solution:
A Vision For the 1990s"

June 20-22, 1991

Kansas City, Missouri

Proceedings



"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Rural Clearinghouse
Kansas State Univ.
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

EC 018420

Hosted by: Rural Clearinghouse For Lifelong Education and Development

Conference Sponsors

American Association of State Colleges and Universities
Center on Rural Elderly
Council for Adult and Experiential Learning • Council of Independent Colleges
Mid-Continent Regional Educational Laboratory • National Rural Education Association
Western Interstate Commission for Higher Education
USDA Cooperative Extension Service (National Office)
Office of Rural Health Policy, U.S. Department of Health and Human Services
National University Continuing Education Association - Division of Rural Continuing Education

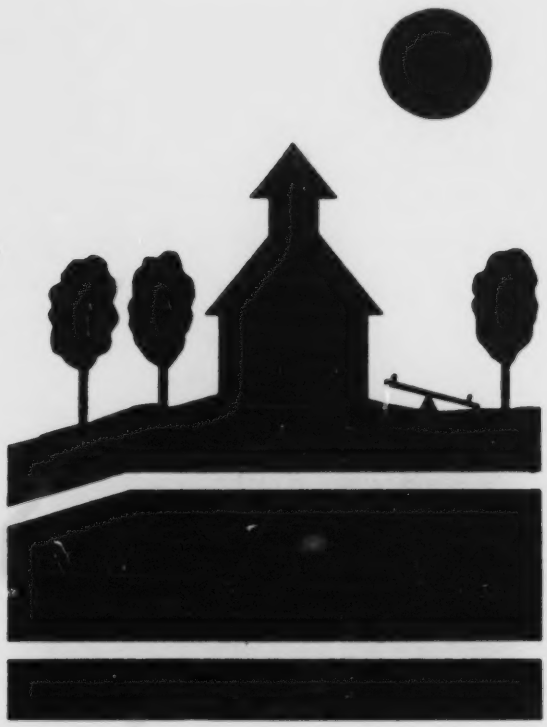
BEST COPY AVAILABLE

PROCEEDINGS of the

National Conference on Rural Adult Education Initiatives

"Making Education Part of the Rural Solution: A Vision for the 1990s"

June 20-22, 1991



Proceedings Edited By: Michelle S. Mazzola, Rural Clearinghouse Staff

Conference Hosted by: Rural Clearinghouse for Lifelong Education and Development
111 College Court, Kansas State University
Manhattan, KS 66506-6001 (913/532-5560)

Published: November, 1991

"Making Education Part of the Rural Solution: A Vision for the 1990s."

To help find solutions to the issues facing Rural America in the 1990s, the Rural Clearinghouse for Lifelong Education and Development hosted a national conference in June, 1991, entitled - Making Education Part of the Rural Solution: A Vision For the 1990s. Accomplishments of the conference included: 1) providing focus to the issues facing rural communities in the next decade, 2) identification of the types of education and information needed to support change and rural community development, and 3) a sharing of programs and activities which will assist rural communities in responding to the economic and social challenges they face in the coming decade.

The conference involved the full spectrum of rural educational practitioners as well as representatives from private foundations, professional associations, and the research community. They convened from 37 states and Canada with more than 120 participants making individual presentations and participating as part of theme panel discussions. In addition three keynote speakers addressed the audience, including Barbara Hatton, Deputy Director for Education and Culture at the Ford Foundation; Fred Schmidt, Director of the Center for Rural Studies at the University of Vermont; and Jon Wefald, President of Kansas State University. Brief summaries of the presentations as well as full transcripts of the keynote presentations are found throughout this text.

CONFERENCE FINANCIAL SUPPORT

The Ford Foundation, New York, NY
Farm Foundation, Oak Brook, IL
Center on Rural Elderly, Kansas City, MO

The Rural Clearinghouse for Lifelong Education and Development is grateful to the above three sponsors for their financial assistance in supporting low income, minority, and grassroots participants to this conference, and for assistance in defraying the expenses of keynote speakers and conference proceedings.

TABLE OF CONTENTS

Page

Rural Clearinghouse for Lifelong Education and Development ii
MISSION STATEMENT

Rural Clearinghouse for Lifelong Education and Development 1
PAST ACCOMPLISHMENTS AND FUTURE DIRECTIONS

Barriers and Solutions to Rural Educational Practices 5
(Results of structured round-table discussions)

Conference Co-Sponsors 8

Keynote Speeches 12

Conference Presentations 29

Panel Discussions 85

Presenters Index 119

Rural Clearinghouse Publications and Order Form 127

THE RURAL CLEARINGHOUSE FOR LIFELONG EDUCATION AND DEVELOPMENT

Mission Statement

The Rural Clearinghouse is a national effort to improve rural access to education and is comprised of more than 5,000 educators, cooperative extension agents, librarians, continuing educators, policy makers, and others concerned with rural America. Governed by a National Steering Committee, the Clearinghouse serves schools, community, state, and private colleges, universities, cooperative extension service, rural libraries, community based organizations, and community economic development projects.

Specific strategies focus on enhancing educational practice in response to rural needs and include:
- disseminating models for serving rural areas;
- facilitating the development of effective educational models in response to selected rural problems;
- providing forums for the exchange of information among rural educational providers;
- developing regionally organized and supported networks; and
- advocating rural needs with educational associations, state and federal policy makers, and other relevant publics.

National Steering Committee

Mary Emery--Director, Institute for Community Development Grants and Contracts, Lewis-Clark State College, Lewiston, ID; **Russell Garth**—Vice President, Council of Independent Colleges, Washington, D.C.; **Sally Ihne**—Provost, Brainerd, Fergus Falls, and Northland Community Colleges, MN; **Richard Jonsen**—Executive Director, Western Interstate Commission For Higher Education, Boulder, CO; **Roger McCannon**—(Chair) Dean, Continuing Education, University of Minnesota, Morris, MN; **Mary McClure**— Special Assistant to the President of the United States for Intergovernmental Affairs, Washington, D.C.; **Catherine Rolzinski**—Private Consultant, Washington, D.C.; **Douglas Treadway**—Chancellor, North Dakota University System, Bismarck, ND; **Carol Zippert**—President Western Alabama Community College: Institute for Human Development, Eutaw, AL.

Rural Clearinghouse Staff

Co-Directors, Sue C. Maes and Jacqueline D. Spears; Project Coordinator, Gwen L. Bailey; Editor and Conference Coordinator, Michelle S. Mazzola; Information Specialist, Sharon E. Rice; Project Associate, Jenny P. Oliver; and Administrative Secretary, Nancy G. Ohlenbusch.

The Rural Clearinghouse for Lifelong Education and Development
Past Accomplishments and Future Directions

Jacqueline D. Spears
Rural Clearinghouse for Lifelong Education and Development
Manhattan, KS 66506-6001

To a large extent, the Rural Clearinghouse derives much of its agenda for continued work from conferences such as this. In 1981 the first National Invitational Conference on Rural Postsecondary Education was held in Kansas City. That conference adopted the "Action Agenda", an agenda that guided much of our work in the early days. In 1986 we hosted a second invitational conference in Airlie, Virginia. Conference participants recommended the creation of the **Rural Clearinghouse** and identified priorities for the next five years. Today we wanted to stop, celebrate ten years' work, and ask the question: "What should be the priorities over the next five to ten years?"

What I would like to do this evening is offer some brief remarks about the history of the Rural Clearinghouse, what we tried to accomplish with our work and what we think we have learned about rural practice. We will then break up into round tables and ask you to reflect on the issues and concerns you see facing rural communities and their people.

In 1981, the Fund for the Improvement of Postsecondary Education (FIPSE) provided a grant that brought twenty-eight rural educators together to discuss issues of rural adult education. As its title implies, FIPSE is primarily concerned with issues related to postsecondary education - the work accomplished by colleges, universities, community colleges, vocational-technical colleges, etc. In hosting the conference, however, they allowed us to examine the issues of rural adult education broadly, inviting the participation of those involved in both formal and nonformal educational activities. This approach set the stage for what has become an ongoing collaboration among a wide range of rural practitioners.

In 1983 FIPSE awarded us the first of three grants to implement the work outlined at the 1981 conference. This series of grants enabled us to do a number of things. First, it allowed us to explore whether it was viable to build a network of practitioners who were working in rural areas. If you look at the way we organize professional networks, most respond to segments of what rural communities need. Even within education, we have separate organizations for community colleges, schools, land-grant colleges, etc. We feel that issues of rural transcend these separate organizations and that education is delivered by more than just educational organizations.

In many respects, the fact that you are sitting here tonight is evidence that a network of rural professionals is viable. We have professionals from health care, aging, cooperative extension, libraries, colleges and universities, schools, community colleges, community organizations, literacy programs, to name a few. While we each bring different perspectives and concerns to a conference such as this, we share responsibility in offering the knowledge and skills needed by rural communities as they address their problems. We continue to believe that this type of collaboration is a very important part of the future of rural areas.

The second issue we pursued in those early days was what made rural practice different. Whenever you mention the word rural, everyone nods and starts talking about low population densities and rugged terrain. Issues of how to transcend distance and topography are indeed important. Some of our early publications shared the creative ways in which educational institutions tried to deal with this issue. We have continued to track issues related to telecommunications, a technology even more powerful in its capacity to reach isolated populations.

Along the way, however, we began realizing that rural practice was much more than simply trying to overcome the barriers posed by the landscape. In some respects rural and urban residents have grown similar to one another, but each continues to function in different environments. We have become involved with trying to describe what we have come to call "the culture of small places". As Paul Nachtigal at the Mid-continent Regional Educational Laboratory often points out, rural describes a place where you are known and therefore held accountable for your actions. The way in which we plan programs, organize services, or develop curricula must respond to this culture.

Perhaps because they operate within a culture in which they are known, rural people also want to be involved in program planning. Throughout our early research into effective rural programs, we kept hearing practitioners talk about how important it was to involve the rural adult in the entire process of learning - in defining what needs to be learned, designing how to go about teaching/learning it, and making sense of what has been learned.

Those working in literacy and school restructuring are now beginning to acknowledge that perhaps all learners need to be more involved in designing their educational programs. In this respect, those of us in rural adult education may be anticipating issues that will eventually be raised within the national agenda.

The third focus of our early work included efforts to communicate effectively with policy makers. In working with rural practitioners, we heard many voice concerns with the effects of centralization and volume-driven policies. For those in higher education, enrollment-driven finance formulas make it increasingly difficult to respond to dispersed populations. Centralization also seems to contribute to a loss in diversity, especially with regard to the curriculum. Rural practitioners complained of a homogenized curriculum which had little relevance to rural communities. Others pointed to homogenized instruction, practices that do not take into account the culture of the learner. Unraveling the role that policy can play in protecting rather than eliminating diversity is a subject that continues to occupy our attention.

The fourth issue explored during some of our early work dealt with regional differences. Rural communities are so diverse that it can sometimes be difficult to approach issues from a nationwide perspective. Consequently, we supported regional efforts in the Northwest and Appalachia and conducted some research specific to the farm crisis in the Midwest. All three projects were enormously helpful in understanding the character of collaborations, both within education and across other rural service providers.

Based on the success of our early work, the Rural Clearinghouse was formally launched in 1987. Early projects focused on consolidating the work that had been done to develop a network of rural practitioners. We created a newsletter, the Rural Adult Education FORUM, to encourage continued networking. The information gathered in our early research was consolidated and organized into a searchable database, which is now routinely used in responding to telephone and written inquiries. In addition, we have pursued projects specific to rural school issues, literacy, and the university curriculum.

Funding provided by The Ford Foundation has enabled us to contribute to efforts in rural school restructuring. There are a number of organizations making contributions in this arena. In fact, rural centers at many colleges and universities have been struggling with some of these issues for decades. The contribution that the Rural Clearinghouse has been able to make is in shifting some the conversation away from "what's wrong about rural schools?". Starting with the assumption that rural schools need to be tightly linked to their communities, we have been able to identify and share a number of models by which rural schools might restructure themselves. We have looked especially carefully at broad issues and mandates, such as the requirement that schools develop missions that reflect multicultural ideals, in an effort to understand how schools translate those broad mandates into language and goals more appropriate to the needs of the local community. We've also begun to look more carefully at the adult learning that takes place when the community becomes involved in school change.

With funding provided by the John D. and Catherine T. MacArthur Foundation, we have conducted a survey of literacy programs in rural areas. The national attention focused on literacy has resulted in the creation of a number of literacy programs in rural areas. But for the most part, the programs are quite fragile, dependent on the energies and commitment of volunteers who have limited access to training or resources. Unlike other sectors of education, those in literacy focus very carefully on individuals and the context in which learning is important to that individual. Once the individual context is considered, some of the differences between rural and urban practice fade. Given the current discussion of the need for increased literacy skills, we've become interested in looking at ways in which adult literacy programs could inform activities in schools.

Finally, funding from the Annenberg/CPB Project is enabling us to develop a telecourse that focuses on rural communities. With the assistance of television production studios at Ohio University, we are developing a series of 13 videotapes, a textbook, and a student guide to support an introductory sociology course. We hope that the course will allow us to demonstrate two things: 1) we want to encourage those in higher education to pay attention to the relevance of their fields to the immediate needs of rural communities. We hope to demonstrate that it is possible to present concepts considered important to the academic discipline as a whole from within the context of rural communities. 2) We want to demonstrate how the power of telecommunications can be used to transfer knowledge as well as stimulate the collection of information important to individual communities. As part of the course, students are being asked to collect information that demonstrates how to apply concepts to their local community. These exercises are designed to offer students "hands-on" experience in sociology as well as build knowledge that could be helpful to local communities.

THE FUTURE: This summarizes what we have accomplished/learned from the past, but what of the future? We see a number of issues. First, we really do believe that the integration possible in small communities is an important strength, one which we need to understand better. For example, we came across a workplace literacy program in Sheldon, Washington. A timber company had become concerned with the skills of its workers and contracted with a literacy consultant to set up a workplace literacy program. The techniques used by this consultant allow some students to make unusually rapid progress - advancing their reading skills in a few months. Because the program helped a number of students progress very rapidly, news of success spread rapidly. The community literacy program and, more recently, the public school system have begun collaborating with the workplace literacy program, trying to understand which techniques work for what students. The result is that the educational fabric of the entire community will be enhanced. This interconnectedness, this ability to influence others horizontally, is a strength of rural communities.

The second issue we face is trying to understand and take advantage of the possibilities offered through telecommunications. We have entered the Information Age and are developing the capacity to deliver vast amounts of information to even the most remote locations. What kind of information should we be delivering? What kinds of information should we be helping rural communities develop? What is education's role in the process?

In the opening session, Fred Schmidt pointed out that in some ways we have reached a "teachable moment". He was referring to the fact that those outside of education now seem interested in understanding how the educational process works. In many ways, I think those of us who practice in rural areas may have also reached a teachable moment. Those in education have realized that smaller size may be more appropriate to the learning experience. They point to the need for education to be more relevant to the experiences of the learner, focused more on information processing than mastering current knowledge bases. Perhaps for the first time in more than a century, what rural educators understand to be important to the educational process seems meaningful to those in the broader educational community. It offers us the opportunity to reflect on what we do know about education from within the rural context and explore with others how that knowledge can inform a broader set of national problems.

BARRIERS AND SOLUTIONS TO RURAL EDUCATIONAL PRACTICES

A highlight of the conference for many of those in attendance was the opportunity to participate in structured small group discussions centered around conference themes. Participants were asked to identify barriers to rural educational practice and innovative solutions to lead rural America through the 1990s. The results of these discussions are presented below.

Community Empowerment

Barriers:

1. Limited access to information, including funding sources
2. Local power structures and politics
3. Dispersement of rural communities
4. Burn-out of existing rural leaders

Solutions:

1. Technology centers for information access
2. Funding agencies that are willing to take risks with small communities
3. Case studies of successful programs and leadership models
4. Integrated conferences with industry and grassroots leaders

Technology Assisted Rural Learning

Barriers:

1. Programming is technology-driven rather than market-driven, often due to lack of need-assessments
2. Funding - many times the funding dictates the technology

Solutions:

1. Divert existing resources into developing telecourses rather than into duplication of faculty efforts at several institutions
2. Case studies of successfully instituted need-assessments

Youth and Rural Schools

Barriers:

1. Schools' perception of traditional teacher/student roles
2. Parents and students not involved in the schools
3. Inequity in administration of finances
4. Cultural/racial issues are ignored

Solutions:

1. Case study examples of innovative school/community programs
2. Get students into real life learning situations in the community
3. Change students roles from being passive receivers of information to being active participants in the learning process
4. Get the community into the schools through intergenerational learning,
5. Provide literacy training for parents and promote their school involvement

Literacy

Barriers:

1. Few models of "sustainable literacy" programs for rural areas
2. Stigma attached to illiteracy
3. Few models of linkages between literacy programs and other parts of a rural community
4. Few ways for rural literacy programs to network and build on one another's experiences

Solutions:

1. Rural Clearinghouse should become a clearinghouse for rural literacy programs
2. Case studies of integrated process models and their effectiveness
3. Pilot projects that explore the type of collaboration helpful to rural literacy efforts
4. Case studies of the ways in which telecommunications might help reach isolated populations

Rural Health and Aging

Barriers:

1. Lack of training and adequate salary for people doing hands-on work in rural health
2. Lack of grassroots need-assessments
3. Stigma attached to mental health

Solutions:

1. Distance education aimed at rural health professionals
2. Create programs that encourage people to embrace a sense of community and family responsibility
3. "Grow your own" - do not recruit from the outside

Higher Education

Barriers:

1. The role of the institution is not always clear, often resulting in the perception that the institution is not committed
2. Isolation of universities from rural communities
3. Territoriality - educators worry too much about turf
4. Universities need to broaden beyond the agricultural focus

Solutions:

1. Work to remove federal and state accreditation regulations that inhibit rural programming
2. Deliver long range programs, not short one-shot courses
3. Encourage collaborative efforts among educational institutions
4. Develop rural capacity both in leadership and in basic skills
5. Enhance specific rural databases and make these available through electronic use

Multicultural and Rural Women

Barriers:

1. Affected groups are often not involved in the actual decision making process
2. Lack of role models
3. Low self-esteem does not allow the affected groups to envision themselves as capable of making change in their life situations
4. Traditional barriers such as money, time, distance
5. Cookie-cutter programming - creating one type of program for all affected groups
6. Lack of understanding about where the other side is coming from and how the other half lives

Solutions:

1. Develop ways of sensitizing those other sides to minority/multicultural issues and perspectives
2. Develop a support system to reduce feelings of isolation
3. Share the process for making change through case studies
4. Design programs based on perceived needs of the audience

The staff at the Rural Clearinghouse is incorporating these elements into an agenda for our work during the coming decade. We will collaborate with our national steering committee members to give us added perspective and balance in instituting these initiatives. We would also welcome additional comments and suggestions from those of you who were unable to participate in the conference.

Conference Tapes

Audio-cassette tapes of individual conference presentations and panel discussions are available. Individual tapes are only $5.00 each. Use the order form provided in the back of this proceedings to request the audio-tape marketing brochure.

CONFERENCE CO-SPONSORS

AMERICAN ASSOCIATION OF STATE COLLEGES AND UNIVERSITIES
One Dupont Circle, Suite 700
Washington, DC 20036-1192

The American Association of State Colleges and Universities (AASCU) is an organization of over 360 state colleges and universities located throughout the United States. They were founded as teacher training institutions, campuses of state university systems, municipal universities, and agricultural technical and community colleges.

Of the more than 12 million students enrolled in the 3,100 institutions of higher education in the United States, one out of every five of these students attends AASCU member colleges and universities. These institutions currently award more than 31 percent of the bachelor's degrees in this country, 27 percent of the master's degrees, and 5 percent of the doctorates.

CENTER ON RURAL ELDERLY
University of Missouri-Kansas City
5245 Rockhill Road
Kansas City, MO 64110

The Center on Rural Elderly was established in 1987 by a grant from the W. K. Kellogg Foundation with support from the University of Missouri system and the University of Missouri-Kansas City. The Center offers opportunities for practitioners who serve rural areas to learn about available programming options designed to educate the elderly and their families; network with other professionals who work with elders; and discover effective and innovative methods of practice in rural settings.

COUNCIL FOR ADULT AND EXPERIENTIAL LEARNING
223 West Jackson Boulevard, Suite 510
Chicago, IL 60606

The Council for Adult and Experiential Learning (CAEL) is a non-profit association of colleges, universities, organizations, educators, and other individuals committed to improve services for adult learners and to the use of experiential learning. Experiential learning integrates theory and practice and is considered applicable to both undergraduate and postgraduate study.

CAEL's outreach efforts include programs, publications, conferences, and workshops; joint ventures with higher education institutions, business, industry, labor, and government; and research and evaluative inquiries about adult learners and about experiential learning and its assessment.

USDA COOPERATIVE EXTENSION SERVICE
U. S. Department of Agriculture
Room 3871 South Building
Washington, DC 20250-0900

The Cooperative Extension System, a national educational network, links research, science, and technology to the needs of people where they live and work. Extension's purpose is education--practical education for Americans to use in dealing with the critical issues that impact their daily lives and the Nation's future.

Extension education combines the expertise and resources of federal, state, and local governments. The partners in this unique System are the Extension Service at the U. S. Department of Agriculture; extension professionals at land-grant universities throughout the United States and its territories; and extension professionals in nearly all of the Nation's 3,150 counties.

COUNCIL OF INDEPENDENT COLLEGES
One Dupont Circle, N.W., Suite 320
Washington, D.C. 20037

The Council of Independent Colleges (CIC) is a national association of independent, liberal arts colleges. CIC assists member colleges in improving their educational programs, administrative and financial performance, and institutional visibility. CIC colleges are committed to improving higher education, promoting independent colleges as a vital national resource, integrating liberal arts traditions with practical and professional study, encouraging both a focus on individual students and a sense of community, and ensuring the presence of values in education.

MID-CONTINENT REGIONAL EDUCATIONAL LABORATORY
2550 S. Parker Road, Suite 500
Aurora, CO 80014

As one of ten regional educational laboratories funded by the Office of Educational Research and Improvement (OERI) of the U. S. Department of Education, McREL works to form links with education leaders and educators where leadership can be developed and organized to improve education. The role of the laboratories is to develop cutting-edge educational programs and services and disseminate them to school districts and other agencies throughout the country.

NATIONAL RURAL EDUCATION ASSOCIATION
230 Educational Building
Colorado State University
Fort Collins, CO 80523

The National Rural Education Association is the oldest established national organization of its kind in the United States. Formerly known as the R.E.A., the Association traces its origins back to 1907 when it was originally founded as the Department of Rural Education. Through the years it has evolved as a strong and respected organization of rural school administrators, teachers, board members, regional service agency directors, university faculty, state and federal agency personnel, researchers, business and industry representatives, and others interested in maintaining the vitality of rural school systems across the country.

NATIONAL UNIVERSITY CONTINUING EDUCATION ASSOCIATION
Division of Rural Continuing Education
One Dupont Circle, Suite 615
Washington, DC 20036

Founded in 1915, the National University Continuing Education Association seeks to promote expanded opportunities and high quality continuing higher education. The Association consists of accredited, degree-granting higher education institutions and comparable non-profit organizations dedicated to postsecondary continuing higher education.

The Association collects and analyzes data to support its public policy objectives and to assist its member institutions' planning efforts. Five years ago, at the initiation of its rural constituents, a Division of Rural Continuing Education was recognized and established by NUCEA.

OFFICE OF RURAL HEALTH POLICY
U.S. Department of Health and Human Services
5600 Fishers Lane, Room 14-22
Rockville, Maryland 20857

The Office of Rural Health Policy (ORHP) was established in August 1987. The major responsibility of the Office is to work within the Department and with other federal agencies, states, national associations, foundations, and private sector organizations to seek solutions to health care problems in rural communities.

The Office shares information on rural health problems and progress with groups across the country through numerous speeches, testimony, media interviews, video tape presentations, conference calls, articles, and professional papers. Emphasis has been on the need for state and community action, as well as federal action, to solve problems.

WESTERN INTERSTATE COMMISSION FOR HIGHER EDUCATION
P. O. Drawer P
Boulder, CO 80301-9752

The Western Interstate Commission for Higher Education (WICHE) is a nonprofit regional organization. It helps its 15 member and affiliate states work together to provide high-quality, cost-effective programs to meet the education and workforce needs of the West. Member states are Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming. North Dakota and South Dakota are affiliate states.

WICHE works with the 15 states to provide high-quality, cost-effective higher education programs that meet the needs of the states and the education needs of their citizens.

Keynote Speeches

"Rediscovering Place: How Education Supports Communities and Their Futures"

Barbara R. Hatton
Deputy Director for Education and Culture
The Ford Foundation, New York, NY 10017

In her position at The Ford Foundation, Dr. Hatton seeks to strengthen the capacity of educational institutions in serving society. Formerly Professor and Dean of the School of Education at Tuskegee University, her professional activities have included service as Chairman of the Georgia Professional Standards Commission and membership on the Southern Regional Education Board's Commission on Educational Quality. She currently serves as a member of the National Board for Professional Teaching Standards and a trustee of the Edward W. Hazen Foundation.

I am delighted to join you at this time in your conference because of The Ford Foundation's support and commitment to the work of the Rural Clearinghouse and our more general interest in finding our way into rural education issues.

I have learned over the course of the last few years to warn audiences before giving speeches. My public speaking style has been influenced by three kinds of communities - Baptist, Southern, and Black intellectual. All three of these communities, as you know, love to tell stories. They're some of the best story tellers on this earth!

So I'm going to begin today with a story. For, to me, storytelling is much more than a cultural tradition. It is a way of knowing things - a process of cognition for some cultures. It provides a significant way of communicating relationships and understandings.

This morning I want to tell you the story of my encounter with a taxi driver. Shortly after I joined the Foundation staff, I had to travel to Philadelphia for a meeting at another foundation. My host's instructions were to take the train from New York City to Philadelphia, transfer to a second train a short distance within the city, and finally walk in some direction for two blocks. Now for most people, these are quite straight forward instructions. But I have no sense of direction. I have difficulty finding my way around in any new place until I have identified a set of landmarks. Since I barely had enough time to make the meeting on time, I ignored my host's instructions and decided to simply take a taxi. I thought, "a taxi will get me there on time." I didn't want to run any risk of becoming disoriented, of starting off in a false direction.

Upon my arrival in Philadelphia, at the front of the station I located a taxi, motor running. Without missing a step, I hopped in the taxi, announced my destination, and settled back for what was presumably a short trip. Now remember, I was not familiar with Philadelphia, have no sense of direction, and had no idea how the driver should proceed. Without any response, the driver sped off to what turned out to be the nearest Black community, where he cruised along the main thoroughfare. That got my attention! Soon he stopped a passing black man to ask for directions. The man happened to be an off duty postal worker. (Somebody watches over me!) He looked at the taxi driver for a moment, looked in the back seat at me for a moment, and then with this incredible look on his face, said: "Man, that's downtown.

What are you doing over here?"

When the postal worker attempted to give the driver directions on how to get back downtown, we both realized that the taxi driver could not speak English or understand it well enough to follow those directions. Worse yet, the driver could not use the map that the Taxi Commission had provided him. I was in a panic. The man on the street was in the throes of total exasperation. He snatched the map away from the driver, thrust it in the back seat at me, and gave me the directions to get back downtown. As we pulled away for the trip downtown, I found myself in the role of navigator.

I - old Miss Champion of Equity, old Miss Defender of Minority Rights, Access, Inclusion - experienced uncharacteristic anger. I thought to myself, "Why don't these people learn to speak the language? How in the world could someone like him get a license? He doesn't even know the city and can't use a map. Why he hasn't been here long enough to learn our language; but he's already learned to assume that a black woman (even one dressed in a business suit and carrying a briefcase) who gives a downtown address, couldn't be headed downtown." I could hardly contain my anger.

As I realized I was having the very thoughts about which I had become angry at others, we reached a particular intersection that the postal worker had warned me about and I had to calm down enough to warn the driver not to take the turn that would get us hopelessly ensnarled in the Drew University morning traffic. I had to use the driver's map to direct him around this intersection and on to the downtown area. I was forced to find a way, on the spot, to communicate with him.

By the time we arrived at my original destination, I had overcome my anger and gotten to know this man a bit. He was from the Middle East, had been in the country two weeks, and had left his entire family behind. We were still trying to communicate when the taxi reached its final stop - I was encouraging him to find and take advantage of language instruction classes and he tried to thank me by telling me he wouldn't take my money. (I wasn't going to pay him anyway!)

It seems to me that this little story illustrates very powerfully how the world as we have known it in this country is changing. It is changing in ways we could not have predicted twenty, even ten, years ago. For me, the story demonstrates the compelling reality of the more diverse communities we have become. It shows how a new kind of diversity will force us to create our own futures because we can no longer anticipate the future on the basis of what we have known.

I had to pinch hit as a navigator for that taxi driver, whom at that moment, I dearly despised. I had to capture his limited English in order to communicate with him - in order to get to my destination. I desperately wanted the old system to work, to be able to trust someone licensed as a taxi driver to get me there on time. But I couldn't! In this little encounter, I think we see the juxtaposition of the anticipation of the known versus the ability to respond to the unknown. And I think it is the latter that will be more valuable to us as we move into the future.

The story also illustrates a basic kind of interdependence that we have not known before. The world is smaller today. A person can relocate and become a functioning member of a new community in a matter of weeks. Because of this, most issues are far more complex than we realize. As soon as I learned more about that taxi driver's background and the primacy of family issues in his life, I was no longer sure

about what his actions really meant. Had he really seen the briefcase? Did he really see me as a black woman, or as a source of money? Was he seeing anything that morning, or thinking at all? I really wasn't sure that his actions were caused by racism at all, once I learned more about him on the way downtown.

Since I could neither control nor gather enough information about that situation, I simply had to sit there and control my response. In this country we're more accustomed to controlling the situation rather than controlling our responses. And as an old line educator, my basic response was to help this man. But I had no answers for him. I could only raise questions. This led me to ask my colleagues at the meeting about the city's provisions for newcomers like my taxi driver. My uncertainty that morning led me to reassess my own knowledge, my own capacities. We must make uncertainty our friend, not an enemy to be overcome by simply reasserting the primacy of current knowledge and understandings.

When considering this little encounter from the larger perspective of societal change, I think it ultimately illustrates the challenge facing our system of training and education. The economic competitiveness argument that is so widely accepted as the rationale for school improvements, educational reform, and school restructuring, promotes a limited view of the role of the school in the life of American communities. Of course, it is true that schools must be changed so that they can contribute to the economic development of the local community and of the nation. But some of these arguments come close to making the schools responsible for the economic success of the community and the nation. Such economic development arguments are to education reform in the 1980s what national defense arguments were to education in the 1960s. Though helpful as a stimulus to reform, such arguments place impossible burdens on schools and threaten to divert them from their central mission.

There is evidence that profound economic change is underway - change that will ultimately require schools to change as well. But the challenges facing schools are created by both economic change and a social transformation propelled by increasing cultural diversity. The question becomes how to reconfigure education in such a way that necessary school changes are both supported by, and contribute to, new economic and social arrangements in communities. It is the restructuring of communities that is the fundamental issue. How do schools support and contribute to the reconstruction process in communities?

The most visionary leaders of our time tell us that a relatively few strategic changes are needed. They tell us basically three things - you have been talking about them the last two or three days in your conference. First, they tell us that the social welfare system must be refocused on readiness - readiness for school, readiness for training, and readiness for employment. Second, the educational system must create student-centered institutions that use parents, communities, and culture as learning resources. Institutions must teach students to create their own futures rather than to tap into an anticipated future. Thirdly, the visionaries tell us that the labor market system can no longer ignore the quality of the labor pool by simply importing labor from other pools, whether inside or outside the United States. The labor market system must learn to create its own talent. But to do that it must know a lot more about the learning capacity of the labor pool with which it deals. In order to get that knowledge without having to recreate the whole schooling function, the labor market system is going to have to become a partner with educational institutions of all types. In short, we need to strategically intervene in the system that handles our labor market, the educational system, and the social welfare system.

For schools, where I spend most of my thinking, this means that we're going to have to finally grasp and implement experiential learning approaches. Schools must begin implementing performance based experiential learning, where teachers and students are both active learners in the process and use the community as a resource. We've never actually grasped, understood and implemented what it means for both teachers and students to become active learners. We've had policies; we've had curricula. We've had so many training approaches, but we've never actually implemented it in our schools. Schools must understand and employ the cultural background of the learner and the teacher in forging a teaching-learning environment, and creating an effective teaching and learning environment.

Second, we're going to have to create new opportunity structures in schools. We can no longer rely on the sorting and screening mechanisms we have used to identify the best. There aren't enough of the best to handle the future for us. In many cases all our schools have learned to do is to find the students who are the smartest and keep them separate from the rest, so they don't get ruined. We're not developing the best - we're simply finding the best. We must face the fact that we don't know how to develop the best and begin learning how. Everyone must have opportunities to reach higher standards of performance.

Whenever I bring this up, everybody gets quiet. Somebody once asked, "Why are you against tracking? Why are you against grouping? Teachers must track and group. If we don't, we can't take care of the gifted students; we can't have the magnet school for the science and math students; we can't have the Boston Latin school."

Do you know what I tell them? "No it doesn't. It means you're going to need six Boston Latin schools. It means you're going to need six math and science magnet schools. It means you're going to need thousands of mathematic teachers, as opposed to only finding six and therefore not letting any more students take college preparatory mathematics than those six can teach. It doesn't mean other students couldn't learn mathematics, if they all had well-prepared teachers."

We don't have the opportunity structures in place to develop "the best". And by opportunity structures, I mean processes, staffing patterns, and resource allocations which assume that 90% of our students are going to reach high performance standards. It means we ought to stop relying on sorting, screening and then creating a narrow band of high performers who are then allowed to progress.

Finally, we must change the quality and composition of our teacher workforce. There's absolutely no question about that. We must do this. There are a number of strategies by which we can accomplish this change, but I won't take the time to explore them today. These are things that are going to take the collective weight of us all - our institutions and our governments.

I want to take the rest of my time this afternoon to talk about a more modest proposal. Suppose we each were to take on a more modest task. Suppose as a policy maker, as a researcher, as a professor, or as a health care professional, each of us were to decide that in our own community algebra would become the normal course of study for all ninth graders. Think about that.

Why would we want to do this? I don't need to explain to you why we need to do this. You've seen Lamar Alexander on television. You've heard the press releases recently about our performance in math and how critical performance in math has become as a gatekeeper to the future. Algebra is the barrier to increased mathematical performance.

The Foundation recently made a grant to the College Board to take on this very goal. (When you hear about the project, they probably won't discuss it in these terms. But they are doing it.) As I explained the purpose of this grant to the Foundation officers, one young lady who was sitting on the side, appeared very interested. It turned out she was an intern from some prestigious University who was allowed to sit in at the Foundation Officers' meeting as a part of her internship. She had been educated in Europe prior to studying in the United States.

She stopped me after the meeting and asked, "Why do you need to do this?" So I had to explain to her a little about our system of education and why everybody doesn't already take algebra. She replied, "Do you know, I was stunned. Everybody in my country takes algebra in the ninth grade. Everybody is expected to take it. Teachers don't select students for algebra. Students don't have a choice. They have to get prepared to take algebra in the ninth grade. Everybody does it." She followed me down the elevator, asking how we were going to accomplish this change. I told her that the major barrier to making this change was our belief system. In this country we believe that one is born with ability and intelligence. One learns on the basis of that born ability - one learns by taking in knowledge. Many of our teachers do not understand how that ability is acquired, that it involves effort and persistence.

If we take on the goal of making algebra the normal course of study for ninth graders, we're going to have to help the teachers change the way algebra is taught. We must teach for conceptual understanding. We must change the way students learn, emphasizing independence and work with other students. Teachers must become coaches and facilitators, not simply knowledge providers. And we must have a lot more people who know math in our classrooms. That means we've got to make some hard choices about the way we staff our school systems.

We also have to worry about the content of instruction. We've got to shift the content of instruction from the narrow ranges of knowledge assigned to students according to their "ability" and begin providing the same basic conceptual knowledge for all students. We can't differentiate between those going on to a vocational future and those we think are going on to college. We can't anticipate the future for people anymore!

Before we can provide all students with the same basic knowledge, we need to change the way we assess learning. This is a major problem, one which is not going to be addressed by a national examination system. What I'm talking about will not be addressed by a national examination system or a state version of NAEP. Assessments that help us compare each other are necessary for accountability purposes. But we also need new kinds of assessments - strategies that measure learning that occurs in classrooms so that teachers can improve instruction. Helping all students learn requires assessment tools that measure what performance has occurred and what understandings are achieved. This is a different kind of assessment process that we don't quite know how to do well yet. But it can be developed locally. The tools will not be transportable - you won't be able to aggregate any of the information. But it will help improve instruction - instruction that benefits all students. That's the kind of assessment work we really need.

Most importantly we must convince people that this kind of educational performance can happen. In order to do so, we need to create images and examples of what this kind of instruction looks like - how it occurs. What does a classroom look like if you don't have blue birds, yellow birds, and red birds? How do students interact with one another if they don't know who is smart? How do they interact with teachers if both the teacher and the student are learners in the process? What does it look like if you don't have special education classes with black boys in it? What's an opportunity structure, a classroom that presents an opportunity for both the troublesome students and the non-troublesome students - for all

students? How does a teacher handle that? What does a parent look for in that kind of educational setting? What kind of environmental cues are there for this kind of instructional process? How do you know that a child has achieved conceptual understanding - that he really understands the work that is going on? We need to really help our publics and our professions identify, create, and illuminate new kinds of images.

Now, in all modesty, I'm willing to concede that my little proposal is not the solution for all our school problems. But I believe some powerful intervention like this will help. Let's take a barrier - a real barrier - such as the allocation of algebra to the smart ones and the withholding of it until the others get to twelfth grade, and use it to make us change the opportunity structures, change the way we teach, and change the way we staff our schools in ways that will accommodate the growing cultural, ethnic, and economic diversity of our society. Along the way, we will find we need new leadership, collaboration across lines - the kind of collaboration that you represent in this group. We need leaders who are not afraid of intra-institutional and inter-institutional collaboration - leaders who will take on research to produce new models of assessment and pedagogy.

I hope when you have a chance to think about it you will agree with my modest proposal. I fear that our failure to accommodate diversity in this way will mean that we will all be less able to benefit from the kind of society that Americans have always sought to build. As Martin Luther King Jr. wrote in a letter from a Birmingham jail when he was accused of being an outside agitator, "I am cognizant of the interrelatedness of all communities and states. I can not sit idly by in Atlanta and not be concerned with what happens in Birmingham. We are caught in an inescapable network of mutuality tied in a single garment of destiny. Whatever affects one directly affects all indirectly. Never again can we afford to live the narrow provincial, outside agitator idea. Anyone who lives inside the United States can never be considered an outsider."

"Rural America: Why Bother in the 90s"

Frederick E. Schmidt, Director
Center for Rural Studies
University of Vermont
Burlington, VT 05405

Director of the Center for Rural Studies at the University of Vermont, Fred was awarded a Ph.D. in Development Sociology with minors in Community Development and Southeast Asian Studies from Cornell University in 1973. He currently serves on the board of directors of two national advocacy organizations: Rural America and Rural Voice, and is an elected local official, serving his town as a Justice of the Peace on Shelburne, Vermont's Board of Civil Authority and as a member of their Planning Commission. He was also recently appointed by the Governor to an advisory board for Vermont's Department of Development and Community Affairs. An advocate of the issues facing rural America, he has written and spoken on elderly, transportation, minority, and rural economic development issues; including testimony presented to committees of the U.S. Senate.

I wish I wasn't here today. Your preconference brochure heralds, "Conference Keynote Speaker Richard J. Margolis, Author, Columnist and Poet." Dick died this spring on April 22. My wishes not withstanding, I am honored to be here and am doubly honored to be here at the same time Dick was scheduled to speak. I wouldn't pretend to take his place. However, I would like to talk with you about Dick and his work and to link my keynote remarks to some of the ideas he might have worked through with you.

I first met Dick in the late 1960's when we worked on a housing proposal with staff of the Rural Housing Alliance. We served together on the Rural America Board of Directors for most of the past decade and just last year met while Dick worked as advisor and editorial consultant to the Community Transportation Association of America.

I always thought of Dick as "my guy" - a political junky's way of describing a person whose support you most highly value. A "my guy" is his/her own person and yet is someone who will come through for you under adversity. It turns out that Dick was "my guy" to a vast and diverse group of people.

At Dick's memorial service I learned the key as to why he was so important to so many people and I believe that is of interest to all who share adult education concerns. Dick was "my guy" for a large number of people from different walks of life and from many ages who poignantly recalled his influence on their lives because he listened so intently to what they did and thought. He would then challenge each with genuine concern to determine the nature of their experience and depth of their concern. In short, he had a reporter's instinct to develop the story and a humanist's concern for the story teller. Insight, a probing question and a concern for the student may well serve all who engage in lifelong education.

Recently I learned from Sue Maes that Dick has worked with the Rural Clearinghouse for Lifelong Education and Development for many years, and thus, I know that many of you are familiar with his work at Rural America, in the *New Leader*, the *Smithsonian Magazine*, *Change*, the *Washington Post*, *New York Times* and *Country Journal*. The ease with which Dick moved among academics and activists is instructive as well.

In September, 1978, colleagues at the University of Vermont plotted to create a Center for Rural Studies. To "set the context" for such an endeavor, Dick helped us design a speaker's series focused on raising local consciousness to the needs of rural America. Dick Margolis was our first "ruralist in residence" and his key presentation was entitled, "Rural America: Why Bother?" Vermont Public Radio taped Dick's speech, it aired in Vermont, was picked up by National Public Radio and subsequently was heard many times around the country. Lesson two from the Margolis' file instructs those who work for educational innovation at traditional institutions: pick good keynoters, celebrate their presence with multi-media coverage, gain regional audiences by making speeches into news and work these elements into a strategy bridging campus with community. Dick's work in Vermont that week, thirteen years ago, provided the impetus for the creation of our Center for Rural Studies and led directly to the formation of an off-campus rural advocacy group entitled, Rural Vermont. Both organizations thrive today.

In Dick's 1978 discussions of "Why Bother with Rural America?", the following answers emerged. First and foremost, the condition of rural peoples, their spiritual, social and natural resources only mirror the quality of American society at large. When rural Americans suffer inequity - be it injustice, economic, welfare support, or education - we can't blame location, we must address the whole system. Thus, we bother with rural America in the first instance, because the experience of rural Americans serves as a barometer of the adequacy of the system as a whole.

Secondly, an understanding of the dynamics of societal change are provided in dramatic relief when one examines the history of rural-urban relations. In bothering to trace the historic experience of rural peoples, insight as to the impact of these typically obscure grand trends upon daily life stand out dramatically. As we learn about the impact of these powerful forces, vigilance must be maintained to sift myth from reality. Because of the rustic natural settings of rural life, pervasive myths often cloud our vision, conjuring up a nostalgic longing for a lost state of grace where life was simple, people were good, and nature was bountiful. Moreover, historic analysis of America's rural past suggests that, under conditions where information regarding reality flows freely and where democratic decision making pertains, sometimes humans can affect the course of history. Therefore, we bother to consider rural America because its past holds keys to how one may affect change.

Holding these lessons from the past in firm view - namely, that despite the powerful flow of history, and under certain conditions humans can affect change and, in affecting change, activists must consider the utility of myth - Dick argued that rural America has the unique capacity to provide solutions to at least two contemporary institutional crises: one, the crises in energy and two, the crisis in democracy. The impacts of an increasing centralization of agriculture accompanied by mono-crop concentration and supported by ever greater dependence on chemical and fossil fuel sources of energy were evidenced in rural America by environmental degradation, decline in family farming and depopulation of rural communities. Growth in the scale of organization and institutions was evidenced in political apathy and thus decline in democratic practices.

In summary, we care about rural America, Dick Margolis argued, because:

1. rural conditions mirror the quality of the very political and economic system in which we live,
2. in order to change the system we must learn the lessons from the past unobscured by popular mythology, and,
3. most critically, rural America offers us the potential to develop a model capable of responding to critical crises of our era - the crisis in energy use and that of democratic public decision making.

It is the interaction between the natural resources (air, water and arable lands) and appropriate scaled human organizations (farms, firms, families and communities) that give rural America the potential to provide model solutions.

In visiting these arguments for paying special attention to rural America in the 1990s, several phenomena are relevant to those engaged in adult learning. These past thirteen years have witnessed an accelerated rate of change. And that change has occurred specifically in the two crisis areas we felt rural America could help address - the environment and democracy. Energy concerns in the 1970s have transformed into a global awareness of the impact burning fossil fuels has upon the atmosphere. The limits imposed by a growing greenhouse affect have become household topics of conversation. The thirst of an ever centralized agriculture for petro-chemical fertilizers, insecticides, pesticides and fungicides has driven us to seek "sustainable" alternatives with alacrity. An immediate concern for the impact of runoff upon the nation's water supply and quality have indeed made an ecological perspective the opiate of the educated masses in the 1990s. Similarly, the destruction of the Berlin wall, Perestroika in the USSR and changes in Central America and Eastern Europe have sent us scurrying for our atlases and restructured our fundamental thinking about the supremacy of democracy.

Now this is what some would call the teachable moment! Increasingly rural Americans are being called upon by members of the global community to articulate and define what it is they do in the remaining, decentralized, small sectors of our capitalist economy. Similarly, our democratic organizational mechanisms are under review. The ways we make local decisions, the way we structure our meetings, how we maintain consensus, how we handle conflict, are all questions that Latins, Eastern Europeans and member states of the Supreme Soviet are asking of us. Thus, on the one hand, we are under scrutiny.

Domestically, the transformation of the last decade has been almost as dramatic. Major transformations have occurred in the relationships between local, state and federal governments. The differences from one state to the next in the way state and local governments interact is so dramatic that it is difficult to generalize. However, it is clear that in many areas, local governments are changing significantly in the way they do business. Thousands of local officials, most of them volunteers, are being called to make decisions affecting the environment, capital budgeting, planning, restricting land use, etc., etc. I would suggest that these adults are a brave, and persistent new constituency for lifelong learning.

In the private sector, the emphasis of a decidedly capitalistic development strategy emerging in the past decade has spawned a new generation of entrepreneurs. Entrepreneurial activities are being discussed in circles ranging from job creation for low income adults to niche agricultural and natural resource production for new wave farmers seeking to diversify production and stabilize the family farm. Questions posed to the traditional informational sources like the Extension Service, state agencies, and University programs in continuing education, suggest that even traditional local business interests are increasingly concerned with demographic profiles, market analysis, and consumer preference studies. Many in the economic sector are raising sincere concerns for the environmental impacts of their production activity as well as coming to us with sophisticated questions regarding the nature of their product itself.

Again, the experience and potential in rural America makes it well worth bothering to explore what is happening here. Audiences for this new knowledge are increasingly diverse and exist here at home as well as overseas.

Notes

Margolis, Dick, 1978 "Rural America: Why Bother," Rural Monograph No. III., the Center for Rural Studies, University of Vermont, Burlington, Vermont.

Margolis, Richard J., 1979 "The Rural Challenge: Coping with Babylon and Boston," Rural america, a monthly news magazine serving rural people. April 1979 (available from the Center for Rural Studies, University of Vermont, Burlington, Vermont).

"The Leadership Role of Land Grant Universities in Empowering Rural America"

Jon Wefald, President
Kansas State University
Manhattan, KS 66506

Currently the President of Kansas State University in Manhattan, Dr. Wefald formerly served as Chancellor of the Minnesota State University System, President of Southwest State University, and Commissioner of Agriculture for the State of Minnesota. A strong proponent of rural issues, he presented a keynote address to the National Governor's Association Conference on "Agriculture in Transition" and has authored several publications on rural topics including a chapter entitled "Strengthening Rural Communities" in Farming the Lord's Land (Augsburg, 1980).

A national leader, Dr. Wefald has served as chair of the Association of Big Eight Universities, the Kansas City Regional Council for Higher Education, and the Minnesota Rural Development Council. In addition, he is past President of the Mid-American International Agri-Trade Council, Inc., and received the Iowa and Minnesota Future Farmers of America Awards in 1978, and the Wisconsin National Farmers Organization Top Award in 1972. He is presently a member of the Education Commission of the States, USDA Joint Council on Food and Agricultural Sciences, as well as many other national organizations. Dr. Wefald is especially interested in promoting agricultural and environmental programs with an international emphasis.

On behalf of Kansas State University, I am delighted to have this opportunity to address this national conference on Rural Adult Education Initiatives.

I know that every single person in this room, each in your own way, has tried to do good things for rural people and for rural America. Quite frankly, when you look at the federal government and its lagging efforts, you realize that many of the good things that we are going to accomplish in rural America are going to come through individual initiatives, our efforts in our own communities and states.

In 1971, I had an opportunity to discuss with Senator Hubert Humphrey his efforts to get a national rural development act passed in 1971. That landmark piece of legislation was finally enacted in 1972, but it has never been implemented or followed. Virtually every federal administration in the last 30 years has ignored rural America and that is the unalterable truth.

Rural America has been forgotten by many of the policy makers on both sides of the political aisle in Washington, D.C., partly due to votes. For whatever reasons, it is true that rural America has not been a primary factor in the decision-making of policy makers in terms of the federal government's agenda for many years.

You almost have to go back to the Roosevelt and Truman administrations to find dedicated and deep interest in rural America. Consequently, this means as we face the remainder of the 1990's and prepare for the 21st century, we have to recognize that individuals working together, primarily at the local level, still have to get the job of assisting rural America done.

What makes up rural America? Specifically, about 63 million people live in rural America or about one-third of our nation's total population. Ninety percent of the nation's natural resources are found in rural America, as well as approximately 14,000 towns and cities. But more than its people, resources and communities, rural America represents, in many ways, the traditional American dream.

Those 63 million Americans reflect 400 years of tradition, values, beliefs and symbols which constitute America in 1991. It is most unfortunate that there are millions of Americans, especially people in Congress and various federal administrations, who do not realize that this nation truly evolved from rural America.

When we think of those values, symbols and traditions, we think of liberty and the freedom which has always made America special. We think about America as a country that believes in the rights of the individual. When we think about America, 1991, we look at the whole principle of equality and or opportunity coming right out of rural America and the Jeffersonian dream. The whole notion of private ownership that has made ours the singular civilization in the world...the work ethic...the idea that a person can go from nowhere to somewhere...all are very special concepts nourished in rural America.

The whole history of cooperatives and cooperation. America has had more cooperatives than any other country on the face of the earth. The whole sense of community that makes America so special is the notion of volunteerism. There is no other nation as successful at building the ideal of people working together in a voluntary association. One of the reasons that the command economies of Eastern Europe and the Soviet Union could not, over the long haul, make it was because individuals did not understand what their own rights were...or, if they had rights. They did not believe in nor have our historical experience of voluntary associations of people working to solve their common problems.

So in reviewing what has taken place in the last two years, the precepts of Washington, Jefferson and Madison have defeated the concepts of Marx, Engels, Lenin and Stalin. We saw that with the fall of the Berlin Wall. We saw it again on November 21, 1990, with the Treaty of Paris where 34 nation-states gathered together to declare the Cold War over. There were no foreign policy experts in America or the world in early 1989 predicting that the Berlin Wall would fall, or that Eastern Europe would be permitted to go free by Gorbachev.

When you think about rural America in 1991 you have to, by definition, think of all of our values and traditions. If rural America goes by the board, much of the American Dream is going to vanish right along with it.

We have heard about the Poppers in the last year or so--Frank and Deborah Popper from Rutgers University who have talked about the Buffalo Commons. I am sure they mean well, but can you believe that two intellectuals in America would talk about transforming the Great Plains into a national park and basically eliminate hundreds if not thousands of villages, towns and communities running all the way from North and South Dakota down to Texas? Can you believe after all of these years, and all of the struggles of our grandparents and parents who created the agricultural miracle of the Great Plains, that there are people who are actually now saying we ought to shut it down?

What appreciation do they have for rural America? For its beginnings, for all of the people, dreams and values that make it such a special place. Stop and think about the impact of virtually eliminating states like North and South Dakota, Nebraska and Kansas, much of Oklahoma and parts of Texas so that this area could be turned into a Buffalo Commons.

There are too many people who do not care about or appreciate the value of our farmers and ranchers. They do not realize who produces the food. They do not realize that American agriculture is the greatest industry in this nation--even today. In 1991, American agriculture employs about 22 percent of the nation's work force. Critics do not realize that American agriculture is the cornerstone of our private enterprise system. They do not appreciate that our farmers and ranchers and the small business and independent people in our villages and towns across rural America are the heart and soul of our civilization and represent the backbone of our private enterprise system. They do not understand that American agriculture more than any other industry, is responsible for building this great nation. In 1991, the American consumer only spends 11 cents out of every dollar for food. In the Soviet Union, the consumer spends 50 cents and in many other parts of the world the question is not how much they are going to spend out of every dollar for food, but rather if there will be enough food to get through the next day.

Maybe because our farmers and ranchers have been so exceptional, so brilliant, so productive and so efficient for so many centuries, we have come to take them for granted. Without national commitments, fifty years from now people may be asking where our farmers and ranchers went because they will be gone.

Who then is going to feed the world? American farmers today feed 30 percent of the world's population. They give America the highest standard of living of any country on the face of the earth. And for this we spend but 11 cents out of every dollar for food.

If agriculture were eliminated from the Great Plains states, who would produce the wheat. Virtually all of the winter wheat, spring wheat, barley, feed grains, much of the corn and soybeans, and nearly all of the beef comes from the Great Plains. Yet, the Poppers of our nation would turn the resource back into a Buffalo Common.

America had 6.8 million farmers in 1936, the high point in our history. Today, we are down to about 1.8 million farmers. Farmers have not received a fair price for their crops for many, many years. Do you know what farmers today are getting for their wheat, their corn and their soybeans? Less than what their parents got in 1947, 1948 or 1949 when Harry Truman was President of the United States. I am talking about less dollars per bushel. Today a farmer may get as little as two and one half dollars for a bushel of wheat. Farmers made more than that for their wheat in Goodland, Kansas in 1947 and 1948.

America's farmers did very well between 1942 and 1952, which many agricultural economists know was a great decade for farm prices. When farmers and ranchers do well--and as a former Commissioner of Agriculture in Minnesota for six years, I know this one simple truth--everybody does well. When farmers and ranchers do well the independent business person on main street does well. Why then do our nation's economic business leaders get out there with this cheap food philosophy and ask farmers to produce, on our 360 million acres of land, unlimited quantities of food for the whole world and America and earn next to nothing for their effort? There is no industry that has done more for America over the long haul and received less than America's farmers and ranchers. It is an unmitigated tragedy!

We know farmers were rocked by the recession triggered by decisions of the Federal Reserve Board in 1979 and 1980. Since 1980-81, we have virtually said good-bye and good night to family farmers and ranchers all across America.

If the trends of the past seven or eight years continue, where farmers are expected to produce unlimited quantities of food for less than the cost of production, we can kiss rural America good-bye and good night. Our nation and leaders must quickly gain insight as to how important farmers are to the future of this republic.

Of course, another important institution in rural America are the rural schools. I have been in countless high schools throughout this country in states like South Dakota, Minnesota and Kansas. I have been in many, many rural schools--well over 100. I know the kind of jobs these schools do. I know the kind of professionalism and hard work that goes on and I know that many, many good students have come from rural schools all throughout the country.

But when you look at 1991, our rural schools face some severe challenges in terms of money, the declining property tax base and quite frankly, the inability to offer the wide range of programs and curriculum that urban and suburban schools can offer.

We have got to do everything that we can, and I know that many of you are working on this very subject, to help our rural schools, our superintendents, principals and teachers in those rural communities to have access to the same opportunities and to the same educational advantages that urban schools have.

Certainly, an issue related to that is distance education. As Toffler and Nasmith have said so well in Toffler's last book, *Powershift*, talking about the 1990's and the 21st century, we know that for the last ten years we have been racing into a new third wave of service, information and high technology. Ironically, if you think about a book like 1984, where tyranny would rule the world through technology, quite the opposite has occurred with the fax machines, computers and all of the other brilliant technological inventions of the past 25 or 30 years. Instead of technology leading the world towards totalitarianism, it has led to the fall of the Berlin Wall and to Glasnost and Perestroika and freedom in Eastern Europe.

If technology can open minds behind an Iron Curtain, why can't it do the same for rural America? Why do we have to consolidate schools all over the place when we now have instruments of communication that will bring the latest in education and educational theory into rural classrooms through distance learning?

Do we necessarily have to go to one school per county or have one high school overlapping two or three counties when we have the kinds of brilliant innovations that have taken place in the world and in America in terms of telecommunications. I think not!

Other issues of concern include:

1) Literacy. As you know, in February of 1990, the President of the United States and the nation's governors adopted a goal that by the year 2000 every adult in America will be literate and possess the skills necessary to compete in a global economy and to exercise the rights and responsibilities of citizenship.

Literacy today means something other, for example, than it might have meant in 1920 or 1950. Today the level of reading and writing must be at an all-time high if you are to hold a job, even with a high school degree, in a high-tech society.

2) Rural Health. Two hundred and four hospitals closed in rural America from 1980 to 1988. Why shouldn't rural America have the same access to good, modern health care that urban and suburban America has? In part, it is our migration in search of opportunity. We have got to do everything we can to try to recruit students who graduate from our rural high schools back to rural America.

3) The aging issue. We know that rural America is graying. We know that the total number of persons over 65 years will double in size, probably by 2010. By the year 2030, the number of people over age 85 will at least quadruple. These are the very people that are going to need good basic health care. We have got to be far more creative and imaginative about deploying health care services to rural America. And, again, the telecommunications revolution should be to our benefit.

4) Transportation. One of the things that the Carter Administration did that really has not lent itself to good things for rural America was the deregulation of the airlines, trucking and bus industries. Rural America is not well-served by our transportation industries in the 1990's. We have somehow let this economy of scale theory carry itself out to ridiculous proportions, so that rural America is not well-served by transportation anymore. Just think back for a minute to how airline service was in 1978. Remember how regular it was and how efficient it was. Remember the transportation service then and think about what it is today.

5) Rural poverty. We are fast reaching a point where rural poverty is reaching the same threshold, if not exceeding that of our urban areas. Many farmers, migrant workers, and people throughout rural America now are becoming the poorest of the poor with inadequate housing, plumbing, water, etc.

What are we doing for rural communities at Kansas State University? We have a Center for Rural Education and Small Schools with which I have had an opportunity to work. The Center's staff is working in a very excellent and systematic manner with principals and superintendents throughout all of Kansas. They are doing a good job of up-grading the curriculum of in-service training, for example bringing teachers in for workshops. K-State is trying to emphasize science education.

We have a Center for Aging that has created a nationally acclaimed model to develop gerontological curricula in rural areas through inter-institutional networking. They have a long-term health care administration program where they prepare individuals to serve our growing elderly population.

Our Cooperative Extension Service and our Agricultural Experiment Station have both done excellent jobs since their founding. Our Agricultural Experiment Station and other centers like that at Kansas State are responsible for generating $600 million in new wealth, new jobs and new monies for Kansas every year, which far exceeds the state appropriations to the University. If you talked to Kansas farmers and ranchers, they would be very complimentary towards our Extension Service and our Agricultural Experiment Station. One of their programs, Community Pride, works with selected rural communities to revitalize downtowns and I constantly receive thanks for the services they provide.

In September, we will be dedicating the Regents Educational Communications Center in the newly constructed Bob Dole Hall at Kansas State University. This is a state-of-the-art facility. It provides technology to deliver audio, video and data to homes, schools, work places and learning centers throughout Kansas, the region, nation and the world. We think it is going to be a key in our College of Education's strategy to work with rural schools throughout the state. We are offering Spanish right now to about 50 school districts in Kansas and we have found the interactive TV works very well.

The Huck Boyd National Institute for Rural Development is housed at K-State offering a new concept for uniting higher education, the private sector and state government in kind of a tripartite operation to do good things for rural communities.

The Kansas Agricultural Value-Added Center was just recently set up. This Center will help find ways to process more of our agricultural products in Kansas. In other words, instead of farmers growing this great raw material in feed grains or beef and sending it out all over the world for final production and pricing, we want to keep it at home, add value to it and earn full profit. Kansas produces more beef than any other state in the United States of America. We have created a golden triangle in Southwestern Kansas where the farmers grow the beef, process it and then ship it out all over America and the world. Quite frankly, it is the largest industry in the state right now.

We have a Kansas Center for Rural Initiatives which is trying to link up all of the groups that comprise rural constituencies. Let me cite one of their programs, the Community Service Program. This program involves faculty, staff, students and communities working together, on location, to solve challenges facing rural communities. In the end, students and faculty will set up plans for economic development, opportunities in tourism, park development, or a host of other issues. The communities love it and the cost is very little. It is one of the really exciting programs that we have at Kansas State University.

I appreciate this opportunity to speak today. I know that all of you are dedicated to rural America. You want to do everything you can to make sure that rural America in the 21st century has the potential to do good things for some of the young people educated in rural America today. My thanks to each of you for your continued good work in your communities and states.

Conference Presentations

Gerontological Nursing and the Registered Nurse

Ola B. Allen, Project Director
The University of Mississippi Medical Center
2500 North State St.
Jackson, MS 39216-4505

The purpose of this study was to describe the educational and clinical preparation and continuing educational needs of registered nurses (RNs) in caring for older adults in a rural southern state. A 43-item questionnaire developed by the investigators was sent to the 12,000 RNs listed on the state board roster and residing in the state. Responses to the questionnaire included demographic information and information about formal and continuing education preparation and needs of the RNs. A section of the questionnaire asked the RNs to list the format, time, and content they would most desire in a planned series of continuing education classes. Frequencies and cross tabulations were used to analyze the data. The majority of the RNs (1308) had been employed in nursing less than 15 years. The highest degree held by the RNs were associate degree 37.8%, high school diplomas 18.5%, baccalaureate degree 32.3%, masters degrees 8.7% and doctoral degrees 1.3%. One hundred forty-six RNs (7.3%) indicated that they had not received training on how to care for older adults in their formal education. Almost 75% of the respondents reported that the primary source of information on caring for the aged adult was their clinical experience. In reporting the ages of the clients they cared for, 61% of the RNs indicated that more than 50% of their clients were 65 years or older.

As to preference in the type of educational program they would like, the RNs indicated that the best time for educational offerings was in the Fall and that they would prefer short, intensive courses over semester-long classes. The top five content areas they wished to have included were (a) physical assessment (88.8%), (b) medications (84.6%), (c) communications (83.3%), (d) psychological assessment (80%) and (e) chronic illness.

The finding that one is struck with from this study is the lack of formal preparation of the RNs in caring for older adults. Although the majority of the RNs had been employed in nursing less than 15 years and had either an AD or BSN degree, greater than 50% stated that less than 10% of their formal education was devoted to the care of older adults. If the major source of information for caring for their clients is obtained from their clinical practice, the accuracy and adequacy of the content is to be questioned. The content most requested can best be classified as nursing knowledge and skill commonly found in basic nursing courses. As a result of these findings, the investigators applied for and received a "special projects" grant from DHHS to implement a three hour elective gerontological nursing course.

Kids!
What's the Matter with Kids Today? - Bridging the Gap

Suzanne Andrews, Program Director
Audrey Bricker, Program Director
Bowling Green State University
300 McFall Center
Bowling Green, OH 43403

In May, 1990, OPTIONS program directors at Bowling Green State University contacted Gibsonburg Exempted Village Schools in an attempt to do programming for nonteaching staff. The Assistant Dean, who offers credit programs for teachers within the school systems felt that a serious gap existed in available training for nonteaching staff. Although nonteaching staff work directly with school kids, too, most of the training dollars go to teachers and administrators. Our May meeting was the beginning of an effort to "bridge the gaps" by instituting a workshop between nonteaching staff and professional development, between nonteaching staff and kids/teachers/administrators, and between nonteaching staff and educational institutions.

We decided to call the workshop, Kids! What's the Matter with Kids Today? with the hope that the participants would develop a better understanding of the unique factors which influence kid's behavior today and contribute to them being different than we were. The results would hopefully be the beginning of bridging the generational gap which has promoted negative ideas about working with school children. Our goal was to open up the possibility for a mutual exchange between the teaching and nonteaching staff in terms of common concerns and problems with kids, and changing the preconceived notion of rural nonteaching staff about college/university instruction.

This course gave non-teaching staff a better understanding of school age children and how to handle problems or difficult situations within their job limitations. Course content also addressed social, economic and environmental conditions affecting behavior; also how values and morals are changing thus causing changes in the expectations and behavior of children.

We believe that the time is right for outreach into rural communities. We are satisfied that our programming efforts have contributed to the process of bridging the gap between rural schools and universities, between faculty and nonteaching staff, and between nonteaching staff and kids in the school system.

University and Community Partnership: Access and Economic Development in Rural America

Barbara Audley, Director
Division of Lifelong Learning and Outreach
South Dakota State University
201 Pugsley, Box 2218
Brookings, SD 57007

Ann McKay Thompson, President
Capital University Center, Inc.
809 East Dakota
Pierre, SD 57501-3312

A community not-for-profit corporation and a land grant public institution joined forces to provide higher education services to an un-served area of South Dakota, 200 miles from the South Dakota State University campus. The agricultural recession of the early 1980's highlighted the absence of such services in the area's efforts to improve economic opportunities for its citizens. Hence, local leaders orchestrated the creation of Capital University Center Inc. as the most effective and efficient vehicle to respond to the identified need.

Beginning with discrete courses to test the market, offerings have now grown to include two associate degree programs, identified through market analysis. The final two years of a bachelor's degree are in the planning stages, again based on demand, taking advantage of existing two-way interactive telecommunications technology. The partnership has also grown to involve five members.

Over the eight-year period that Capital University Center Inc. has existed, six characteristics have been identified that have contributed to its success: it is a community-based, grass-roots effort; decisions on need, funding, and marketing are locally made; it is run on a business basis, contracting with existing institutions for the academic components; a high level of trust between partners, as well as expertise in outreach services on the part of the academic institutions, is a necessity; it uses adult education principles and faculty training for implementation to facilitate effective classroom experiences for non-traditional students; and finally, academic quality is rigorously maintained.

Helping Rural Schools Foster a Sense of Community by Taking on New Leadership Roles

Weldon Beckner
Director, Small Schools Center
Texas Tech University
Box 4560
Lubbock, TX 79409

Joe Nathan
Center for School Change, Humphrey Institute
University of Minnesota
301 19th Avenue South
Minneapolis, MN 55455

Weldon Beckner: "Supporting New Visions: Rural Schools and Their Communities," is a project funded by The Ford Foundation through the Rural Clearinghouse for Lifelong Education and Development. It was designed as a two-year effort to focus on a process through which school and community leaders could work together to help meet two related needs: a) student education and experience with the free enterprise system, and b) community economic development.

Projects cooperatively initiated by school and community leaders included microcomputer instruction, training and work experience for "at-risk" students, training and counseling of school-age parents, and provision of work experience and part-time jobs for students.

Preliminary conclusions coming from the project include:

1. Extensive involvement and leadership by an outside facilitator is necessary.
2. There must be strong interest and commitment by at least one school leader and one community leader.
3. Modest support from an outside source provides incentive, encouragement, and resources.
4. A period of at least three years is necessary to achieve worthwhile results and develop momentum for significant outcomes.
5. Considerable effort and time must be devoted to changing perceptions and traditional paradigms.
6. These kinds of efforts are extremely valuable in a variety of ways beneficial to students, school staff, individual community members, and the community as a whole.

Joe Nathan: If you mixed together a bit of Saul Alinsky's community organizing, the Ford Foundation's remarkable report, A Foundation Goes to School, rural communities eager to grow, not just survive, visionary educators, and $2.3 million from the Blandin Foundation, what might be the results? That's what we discussed.

The Center for School Change is an attempt to a) build on the strengths, vision and energy of rural communities, and b) learn from experience over the last twenty years with school reform.

The Center is trying to learn from others, and find ways to work with a vast array of groups, including extension agents, colleges and universities, elected officials, parents, students and educators. The bottom line is increased student achievement, better attitudes toward school, and more viable rural communities.

Rural Visioning

John Bloch
Coordinator/LINC
School of Human Services
Springfield College
RD 2, Box 66
St. Johnsbury, VT 05819

The basic concept put forth in this workshop was that rural communities have a great deal of internal resources with which to begin the work of "envisioning" what they would like to see their community look like and work towards.

The real work which must be accomplished by agents for change, is to unlock these resources by assisting rural communities in designing their own futures and not attempting to use cookie-cutter approaches to rural community design and enhancement.

During this discussion there was general agreement that the process of visioning is a powerful and useful process. Also, there were deep misgivings expressed by members of the workshop, that this powerful and useful process could, and has been, used to manipulate rural residents in directions of development and growth.

Workshop participants concluded that considerably more work needs to be done in the area of developing rural communities' skills in the visioning process, and that there is little material and support among agencies with which to embark on such efforts.

After the workshop several of the participants inquired about how they could begin "visioning" efforts within their own communities and how to maintain an air of openness about the process so as to be as inclusive as possible. For those wishing to read further, I would suggest a book titled LOOKING FORWARD by Michael Albert and Robin Hanel, published by South End Press in Boston, MA.

Employment in Rural Communities of the Severely Mentally/Physically Disabled

G. Baker Bokorney
Oklahoma Cooperative Extension Service
Oklahoma State University
Stillwater, OK 74078

The Center for Community Services and Voluntarism and School of Hotel and Restaurant Administration has developed programs for training and employing the severely mentally/physically disabled in rural communities.

The overall program was developed and designed to assist professionals in rural communities render effective and comprehensive services for the mentally/physically disabled as they were prepared for competitive employment in the food service industry. Major objectives included: 1) creation of a viable network among a comprehensive network including a state university, rural community mental health centers, major state agencies, and the food service industry; 2) staff development in interagency collaboration; 3) exploration of food service industry employment options; 4) eliminating myths and misconceptions about employment of the mentally/physically disabled; and 5) training and placing in rural communities mentally/physically disabled individuals in gainful employment.

Three pilot projects were developed targeting three rural communities in Oklahoma having similar social/economic characteristics and community mental health centers. During the pilot projects, food service operators were contacted regarding employment opportunities and given an orientation as to the philosophy of the project, training content, and trainee potential. The clients were then selected with the assistance of community mental health centers, sheltered workshops, Department of Human Services, and the Department of Economic and Community Affairs. Upon completion of the initial screening, the clients were briefed about project employment opportunities. The pilot projects resulted in 80 hours of training for 32 clients and 22 clients successfully employed.

As a result of these pilot projects, a collaborative effort between three major state agencies, a comprehensive state university, community-based entities, and the private industry was developed to better serve the severely mentally/physically disabled in rural communities.

Public - Private Partnership Enhances Schools' Literacy Effort

Nancy Breeding
Literacy Coordinator
Virginia Cooperative Extension
Virginia Polytechnic and State University
Blacksburg, VA 24061

Aleta Spicer
Executive Director
United Way of Southwest Virginia
P. O. Box 1853
Lebanon, VA 24266-1953

During the 1988-89 academic year, the Russell County Public School system joined the efforts of United Way of Southwest Virginia and the Virginia Cooperative Extension Service in Russell County in order to more effectively combat the problems of functional illiteracy, drop outs, and youth employment. In an area where coal production, agriculture, and forest products have been the chief source of income for generations, it is imperative that educational reform be established to advance the technological training of youth and adults alike.

As a result of the desire to address these three particular problems, an Educational Partnerships Program involving the education system, business and industry, and various community agencies has been developed and implemented in Russell County.

This workshop provided information and techniques required to develop an active, cooperative program which recognizes the need for total community involvement in addressing the problems of functional illiteracy, drop outs, and youth unemployment.

Getting Your Veterans Into College

Benjamin C. Buckley
Concurrent Admissions Program Liaison
Servicemembers Opportunity Colleges
One Dupont Circle, Suite 700
Washington, DC 20036-1192

The Concurrent Admissions Program (ConAP) is a joint program of the Army Recruiting Command and participating colleges. The Concept of ConAP is to admit eligible Army enlistees to a college concurrent with their enlistment, defer enrollment for classes for up to two years after discharge, and matriculate them as veterans after they leave active duty.

ConAP has two major goals: 1) Increasing college enrollment of Army veterans with GI Bill education benefits, and 2) Increasing enlistment into the Army of college-capable men and women who are postponing college for financial or other reasons.

Benefits of ConAP:

To the College: Identifies future students with funds for education, i.e., GI Bill, completes application process, establishes "home college," bonds soldier to college, produces older, disciplined students with skills and experiences to share.

To the Enlistee: Gains admission to college with enrollment for classes deferred for up to two years after discharge, establishes a "home college" that accepts transfer credits and recognizes military learning experiences, creates a plan to attend college and use GI Bill education benefits after service, facilitates transition from soldier to student, completes the college application process. (For USAR soldiers, GI Bill benefits begin after completion of initial active duty for training.)

To the Recruiter: Develops leads among young men and women interested in continuing their education after military service, increases support from parents, high school counselors and friends of the new soldier, establishes mutually beneficial contact between recruiter and college.

ConAP was introduced as a pilot program in the East in 1989. At present, 325 colleges and universities are participating in the program. More than 3,700 new soldiers have written for admissions applications, and over 260 have been awarded college admission agreements. ConAP is now expanding nationwide and expects these numbers to increase rapidly.

Rural Iowa Interactive Television

Dean W. Cramer
Director, Iowa Central Telecommunication Network
Iowa Central Community College
330 Avenue M
Fort Dodge, IA 50501

Iowa Central Community College is one of Iowa's fifteen area community colleges. The current population of the district is approximately 160,000 in nine counties of North Central Iowa.

To serve the district residents, interactive television was developed in the late 1980's. The Iowa Central Telecommunication Network is made up of two television delivery systems:

Microwave Channel: The Microwave Channel is a totally interactive point-to-point television system with nine sites. Both originator and receiver sites can see and hear one another. Classes can originate at all nine locations, but the studio at the Fort Dodge Center is used to originate most programs. The microwave system is used for college credit classes, high school classes, group meetings, adult education classes, and satellite teleconferences.

Instructional Television Fixed Service: In addition to the microwave system, each county has another system of educational television. Instructional Television Fixed Service (ITFS) is different than microwave in that the signal is "broadcast" and can be received by any ITFS receiver within approximately 20 miles. Another important difference is that teachers can hear but cannot see the students while students can both see and hear the teacher. There is a total of 44 school buildings with ITFS access. Each county has one ITFS originating studio and numerous receiver sites. Programming the ITFS channels is primarily the responsibility of the local schools working in cooperation with Iowa Central Community College. A wide range of classes has been taught over this county system.

The Challenges of Rural Gifted Student Education

Michael Cunningham
Teacher, Mineola Middle School
1000 West Loop
Mineola, TX 75773

For many years it has been the unfortunate fate of rural schools to have less than successful programs for gifted students. In fact for many years the powers to be even thought that rural and gifted were words that could never describe the same person. Fortunately, those barriers have now been broken down. However, there still lies a problem that is the root of the reason why many more rural districts have been unable to develop greater gifted programs for their school districts. This problem deals with dollars. Simply put, there are not enough funds to fully fund every program that is presently required by federal or state departments of education.

The main focus of this talk was to show how rural schools can creatively develop excellent gifted programs with little or no school funds and still produce, plus maintain, high levels of instruction. The key here is placed on creativity not on funding. The rural schools may have a distinct advantage in this type of program because they are not tied down with bureaucratic, slow moving administrations who are unwilling to change what has transpired for the last century.

Instant Information! CD-ROM Dial Access for the Distant Learner

Patricia Cutright
Librarian, Walter M. Pierce Library
Eastern Oregon State College
1410 L Avenue
La Grande, OR 97850-2899

This project implemented by Eastern Oregon State College in 1989 was designed to provide academic support to the distant learner through dial-in remote access to a CD-ROM search system which is housed at the Walter M. Pierce Library on Eastern's campus in La Grande. The grant was funded through the U.S. Department of Education, College Library Technology and Cooperation Grants program, and demonstrates that 1) students attending small rural colleges, and students living away from campuses, can have immediate and affordable access to information required for their studies, and 2) support of faculty teaching and research efforts at a small college is enhanced through improved access to information and data.

Eastern Oregon State College serves the population for the ten eastern counties of Oregon. During any one term, approximately twenty-five percent of Eastern's enrollment (approximately 700 students) is comprised of students who are attending classes part-time at one of the regional outreach centers or on the main campus. These individuals tend to be placebound, work full-time, and have family responsibilities distant from La Grande. The delivery of support services, especially library support, has been a primary concern and the major reason for developing the CD-ROM search system.

The distant learner may access the system via their own home personal computer and modem or at one of the sites in the area which has equipment available for use. The student dials into the system on a toll-free line and then selects one of the fourteen databases currently available on the CD-ROM search system. Once a bibliography of information is retrieved, material may be requested through the electronic mail system which has messaging, interlibrary loan and an on-line serials holding lists. By linking the electronic-mail system with the CD-ROM search system, the student can dial into the search system, find bibliographic citations to satisfy research needs, then place an interlibrary loan request to retrieve the material, all through the same computerized system.

The concept of fully utilizing CD-ROM technology through a dial-access multi-user, multi-access system had been discussed but the available technology will not yet support the concept. Eastern Oregon State College custom developed a system based on the UNIX operating system to provide the first remote access, multi-user, multi-access CD-ROM search system.

The Leadership Training Value of Strategic Planning

David Darling
State Extension Specialist
Kansas Cooperative Extension Service
306 Waters Hall, KSU
Manhattan, KS 66506

Strategic planning for Kansas communities is now a popular method of resetting the public's agenda. In 1987 when the Kansas State University Extension Service piloted their first county-wide strategic planning program in Pawnee County, both the community leaders and the Extension Community Development team were inventing a new educational and community improvement program. One of the most important values of this program was the leadership training received by new and emerging leaders. In Pawnee County, these emerging leaders have helped shape the development committee -- an organization created as a result of their strategic planning efforts.

Community leadership training can be categorized into four sets of educational modules. These are:
1. personal and interpersonal skills
2. knowledge of place and important institutions
3. skills in identifying issues and articulating visions of future possibilities
4. skills in resolving issues and pursuing visions.

Although the strategic planning educational program that the KSU Extension Team had developed does not train people in all four areas, it does train people in several areas. Special emphasis is placed on understanding how the community fits into the regional, state and world economy. Statistics and self-assessment aids are used to improve peoples knowledge of their home county. This leads to the identification of key issues, new visions of future possibilities, and resources to pursue both new visions and goals.

Frequent actions emerging from this process are decisions to: 1) start a formal leadership development program, 2) reorganize county-wide community and economic development institutions, and 3) fund and staff a reorganized county-wide development program. All of these efforts build capacity that allows community leaders to take advantage of new opportunities.

Literacy in Rural Contexts - Are We Asking the Right Questions?

Raymond Day
Alpha Consultants
101 Perth Avenue
Toronto, Ontario, CANADA M6P 3X2

Jacqueline D. Spears
Rural Clearinghouse for Lifelong Education and Development
111 College Court
Manhattan, KS 66506-6001

The economic change of the past decade has focused national attention on literacy skills. While literacy programs have proliferated, relatively little attention has been directed to literacy practice in rural areas. This presentation summarized research into rural literacy practice in the United States and the issues raised by rural literacy practitioners in Canada.

Research into literacy programs in the rural United States led to the identification of more than 3,000 programs affiliated with a wide range of formal and nonformal educational providers. These programs use a variety of teaching strategies but generally rely most on one-on-one tutoring. Most function with volunteers. Some programs are actively involved in building culturally-appropriate or learner-developed materials. Others rely on commercially available materials. Few have the resources they need to manage, train tutors, and maintain services. Most rural literacy programs are extremely fragile - dependent on the stamina of one or two very dedicated individuals. Few states have any deliberate strategy for insuring that rural areas are served.

Rural literacy practitioners in Canada reported many of the same problems and concerns as those reported for the United States. Themes identified at a conference held May 10-13, 1991, included: (1) need for an on-going mechanism by which to share information on literacy practice in rural areas, (2) strategies that involve learners in a more integrated way, (3) recognition of the diversity that exists among rural communities, (4) strategies that lead to sustainable programs, (5) recognition that literacy issues must be approached through the community and not just with individuals, (6) strategies that respond to special populations such as the Native American tribes, (7) research that explores the appropriate use of technology in literacy practice, and (8) the desire to explore rural literacy practice from an international perspective.

Collectively, the U. S. and Canadian efforts have raised a number of concerns with regard to rural literacy practice. First, practitioners are concerned that literacy be defined from within the local context. Literacy programs must insure that literacy be defined and addressed by the community as a whole rather than by educational agencies or state governments. Second, rural literacy programs must serve a number of diverse purposes which are often treated by separate programs in urban areas. Funding agencies need to acknowledge this difference. Finally, rural practitioners are in need of program information specific to rural settings and funding strategies that lead to more sustainable programs.

College at Home: Reaching Non-Traditional Adult Learners Via Satellite Telecourses

Sue Day-Perroots
Project Breakthrough
West Virginia University
517 Knapp Hall
Morgantown, WV 26506-6031

West Virginia University performed an extensive study of West Virginia households, assessing the educational wants and needs of adults. Based on this study, WV University in cooperation with the WV Higher Education System, the WV Educational Broadcasting Authority, the WV Library Commission, and SATNET (state satellite delivery network), has developed a program to increase access to higher education, targeted particularly toward rural adult learners. Dubbed "Project Breakthrough," this statewide undergraduate course delivery effort, is supported by the Annenberg/CPB "New Pathways to a Degree" initiative.

In a state which ranks last nationally in both college-entrance rate and number of college graduates per capita, Project Breakthrough's goal is to increase college enrollments in West Virginia by:

1) developing telecourses that mix newly produced video and existing segments to satisfy the requirements for college degrees;
2) delivering, via satellite, four different telecourses per semester to adult learners in their homes and at public higher education institutions, public libraries, public schools, and/or places of business; and
3) supporting adult learners taking these telecourses with a technology-enhanced, network of employees from the state's higher education institutions, public libraries, county extension offices, and volunteers from local businesses and communities.

Project Breakthrough completed a pilot semester in May 1991. Preliminary evaluation indicates that distance learners performed higher than on-campus students and were interested in forming community-based learning groups for future courses.

Teaching Leadership Strategies for Coping with Change

Dean Dennhardt
Associate, Heartland Center for Leadership Development
941 "O" Street, Suite 920
Lincoln, NE 68508

Many rural communities despair when they face the challenges of an uncertain future. Others cope with the impacts of changing realities by taking greater control of their own destiny and finding ways to match their community strengths with the opportunities that change creates. The rapidity of change in the world economy today has a major impact on even the smallest communities. The ability to manage these changes has become an essential and valuable rural leadership skill.

Many of the changes that we experience today are fundamental, that is, these changes are permanent and not likely to be reversed. In order to understand how these forces will impact the future, communities must look at the nature of fundamental change and its implications. Typically, a community has to overcome resistance to change in order to survive.

Research conducted by the Heartland Center for Leadership Development and recent studies by the National Governors' Association have shown that leadership today is more important than location, and that community attitude is more important than community size. The persistence of leaders is a key factor in rural community survival.

The framework for the Heartland Center is leadership development centered on skills (how effective leaders use strategic planning processes at the community level); knowledge (what trends will have an impact on the community's future); and attitudes (how leaders and the community at large adapt).

Leadership training conducted by the Heartland Center recognizes leadership as a process--a learnable process--that can be used to enable individuals and groups to undertake positive action. This training is built on the principles of adult education that adults learn best when their personal experience can be used as a source of ideas or examples.

Revitalization on the Frontier: An Assessment of Rural Community Development Programs in North Idaho

Mary Emery, Director, Institute for Community Development Grants and Contracts
Robert Sorrels, Director, Extended Programs
Lewis-Clark State College
8th Avenue & 6th Streets
Lewiston, ID 83501

Since the recession began in the early 80's, many states have developed rural revitalization or development programs. Most have been modeled after the Wisconsin Star Cities Program and have focused primarily on agricultural communities. Rural revitalization programs in the West, particularly in the low population density areas, often face different challenges.

This research focused on eleven small rural communities in Idaho. Seven of these communities enrolled in the Gem Communities Program while four did not. Using the characteristics identified by Butler (1988) and the Heartland Center as dependent variables, data was collected through interviews, participant observations, and workshop sessions to determine if these same characteristics apply to frontier communities. Secondly, these data were also used to determine the success of the Gem Communities Program in creating a revitalization effort in each of the communities. Finally, the comparison between Gem Communities and non-Gem Communities provided additional insight into intervention strategies targeted to rural community revitalization.

The data are qualitative in nature and, thus, limited primarily to description. Nonetheless, the data shows that the Gem Communities Program does make a difference in rural communities. It also reinforces the findings on characteristics of successful revitalization efforts. Finally, this research focused attention on the need for a more sophisticated theoretical approach to rural revitalization efforts.

Computer-Mediated Communication in Distance Education

Jan A. Zielke Flack
Program Coordinator, Academic Credit
Division of Continuing Education
North Dakota Cooperative Extension Service
Box 5819 University Station, NDSU
Fargo, ND 58105-5819

Computer-mediated communication (CMC) is a key component of the emerging technology of computer networks. CMC includes electronic mail, computer conferencing, file transfer and other features that allow students to communicate at a distance using a system of terminals or personal computers connected to a remote host computer via phone lines.

An elective, graduate level course was studied which employed CMC to deliver weekly text "lectures" throughout rural Minnesota. These lectures were downloaded and then printed out by the students, utilized a computer conferencing system for class discussions, and used the computer to send private messages and turn in course assignments.

The purpose of the study was to determine what learner characteristics, i.e., prior experience, attitudes and beliefs, reactions to the learning experience and medium, and what contextual factors are associated with effective use of computer-mediated communication in distance education. The study was similar to a case study in that it provided an intensive, holistic description of a single, bounded case. Descriptive statistics were used to analyze quantitative data and thematic analyses were used to analyze qualitative data.

Results:

Thirteen participants started the course; nine completed it, three received incompletes, and one person dropped the course. Those who completed the course viewed the following elements in a more positive light than those who did not: level of comfort and feelings of "control" over the computer, perceived appropriateness of the computer as an educational tool, previous experience with the remote host computer, and perceived accessibility to the computer. Two-thirds of those who completed this course had successfully finished a correspondence course prior to taking this course; none of those who received incompletes had been previously successful.

All participants considered CMC an appropriate means of delivering content and viewed the computer conferencing as important to their learning. Although some participants considered lack of face-to-face contact and immediate feedback as drawbacks, the convenience of taking the course in this manner outweighed the negative factors for most. Major factors associated with course completion were students' own motivation and attitudes and the convenience of taking the course.

Further research is needed to determine what factors affect the attitudes of students prior to use of the system and how those attitudes might be influenced to promote higher rates of course completion. Consideration of the convenience both in location and time, and of the potential savings in time and money offered through the use of CMC is wise for educational providers serving rural areas.

The Rural Community College's Role in Stimulating Planning and Economic Development

Joe Forrester
Dean, Timberline Campus
Colorado Mountain College
901 South Highway 24
Leadville, CO 80461

Historically, community colleges serving rural areas have been involved with the economic development of their local communities. Generally, these efforts have focused on preparing a workforce which is trained, capable, and attractive to prospective business interests.

Specific program activities have typically included the offering of occupational degree and certificate programs. The community college has also generally offered courses which prepare individuals for job advancement and/or career change, and as local business and industry needs have changed, the local community college has been active in instituting re-training programs. As rural communities have been successful in attracting new industry, the community college has been there to provide start-up training, and more recently, community colleges have become active in small business development initiatives.

All of these activities are appropriate to the role and mission of the rural community college. However, the approach to delivery of these services typically assumes the existence of some type of formalized economic development within the rural community.

This presentation explored the background and history of Leadville, Colorado and the economic impact of the loss of its largest employer and some 3000 jobs. The college's role in initiating a community based strategic planning initiative was discussed, and the successes, stumbling blocks and continuation of the process were shared along with suggestions for transference of the process into other communities.

Community Leadership: A County Perspective

Doug Gatchell
Personnel and Staff Development Specialist
Georgia Cooperative Extension Service
University of Georgia
202 Lumpkin House
Athens, GA 30602

"Community Leadership: A County Perspective" is a county-based leadership development program designed and implemented by the University of Georgia Cooperative Extension Service. Other collaborators and co-sponsors include local chambers of commerce, boards of commissioners and other interested groups. The program, now in it's fifth year, uses a broad-based design to develop local leaders by enhancing their basic leadership skills. The overall objectives of the program include: developing basic leadership skills; identifying major issues/concerns affecting a county; understanding local government functions; identifying resources for effective, decision making; creating a solid leadership base; and improving the quality of life.

Class participants learn from a combination of lectures, media presentations, discussions, individual and group assignments, special projects and informational tours. Teaching faculty, primarily Extension staff, include many experts specializing in leadership development, group dynamics, conflict management, problem solving, communication, change management, and community and economic development.

By the end of the 90-91 program year, over 3,000 local leaders will have been influenced by this program. The diverse backgrounds, numerous local affiliations, and broad geographic representation demonstrated by local leadership classes continue to be the key to program success. Another achievement indicator is the broad expansion of leadership efforts in each county. Participants further develop their leadership skills, become better informed on local issues, gain a broader perspective of their communities, and take an active role in community enhancement.

A program curriculum guide and leader's planning guide have also been developed.

Options: Gifted Education for Rural Schools, or (How to Keep the Bright Students in the Rural Areas)

Robert R. Giegle, Special Education Department
Linda K. Craig, Graduate Student
Eastern New Mexico University
School of Education
Station 25
Portales, NM 88130

The gifted students in rural schools are "at-risk." This is due to the fact that most rural schools have difficulty providing funds for services to meet their special needs. Ultimately, a rural gifted student may leave the local community to pursue a career, or that student may become an underachiever due to boredom.

The responsibility for this outcome can be affected by the uniting of community members and school districts in providing services that will meet the needs of these students. These options include distance learning, mentoring, Educational Service Units (ESU) and Renzulli's Enrichment Triad.

Distance learning is done in conjunction with a university or in ESU cooperatives. It provides advanced classes not normally available in rural schools.

Mentoring is a joint community and school district effort providing role models for gifted students, showing them that gifted people can function successfully in rural settings.

Educational Service Units allow several school districts to work toward a common goal by sharing resources, personnel, and facilities.

Renzulli's Enrichment Triad is ideal for the rural school as it provides a way to give enrichment to all students while providing in-depth learning for gifted students.

Perceptions of Rural Economic Development Efforts - A Different Twist

Thomas L. Gonzalez
Director of Continuing Education
Saint Louis University
221 North Grand
St. Louis, MO 63103

This presentation summarized the results of a recent study of the perceptions of the systems of linkages between continuing higher education and economic development organizations in Illinois' agri-business corridor. Results, determined through comparisons of the subjects' opinions, preferences, choices and actual practices, indicate the types of systems most favored, and the disparities which exist between practices and subjective viewpoints.

As a "different twist," this presentation focused upon the "many-colored lenses" through which providers and consumers view the interactive process of economic development and revitalization rather than through the more traditional approach of economic impact studies.

Overcoming Political Boundaries: Telecomputing Strategies for Sharing of Services Among Local Government Units

Lawrence Gould, Jr., Director
Ronald J. Fundis, Research Associate
The Docking Institute of Public Affairs
Fort Hays State University
600 Park Street
Hays, KS 67601-4099

Although rural Kansas is politically divided into a multitude of local units of government, collaboration and interaction across boundaries of counties, townships, special districts and municipalities is growing at a rapid rate and cannot easily be curtailed. The source of the regionalization phenomenon is the growth, development and expansion of technology in specific functional fields such as healthcare, education, finance, water resources, agriculture, and telecommunications. The theory of functionalism argues that governments will be pressured by their citizens to engage in cooperative activities to take advantage of this technological progress. Functionalists believe that unless existing political jurisdictions act to address citizen demands for higher standards of living made possible by technological developments, loyalties and allegiance will shift to larger regional institutions organized around functional areas. This phenomenon is already occurring, especially as rural Kansas finds itself deeply embedded in the "telecosm," or what has been defined as "a domain of reality governed by the action of electromagnetic waves and in which all distances collapse because communication is at the speed of light."

If the irrepressible forces of the telecommunications revolution are pushing rural Kansas toward regional service delivery solutions, it is in the interest of local units of government to devise concepts and strategies to exploit the potential of these compelling technological trends. Organizing what has been called a telecottage can help to address rural development, education and communication needs. The telecottage clusters services and telecomputing technologies in one facility which could be used by a multitude of businesses and educational agencies in multi-county regional telecommunication hubs. Telecottages represent one of the more promising concepts for overcoming political boundaries by organizing functional areas on a regional scale.

The Audiographic Classroom

Dorothy Hajdu, Director
Deborah Schreckengost, Manager
Pennsylvania Teleteaching Project
Riverview Intermediate Unit
R. D. #3, Greencrest Drive
Shippenville, PA 16254

Excellence in education requires advanced sciences, advanced mathematics and a hands-on experience with computers. Rural schools will lag behind urban institutions in these areas unless there is improved use of technology to increase learning opportunities.

Interactive distance education meets the needs of rural or small schools who find it difficult to provide certified teachers for a few students in a particular class. Many rural adult students must travel considerable distances to obtain appropriate courses. The audiographic classroom gives them the opportunity to receive these classes while remaining in their home district.

This form of telecommunications is a promising model for computer-based learning which can be replicated throughout the nation. It expands curriculum choices and provides quality instruction at acceptable costs. It also gives the adult student and his/her teachers experience with state-of-the-art classroom computer technology.

This presentation demonstrated an actual audiographic classroom. Graphics applications using scanned images and a laser disc player highlighted a sample curricular adaptation.

Collaborations for Improved Rural Education

Martha Senter Hall
Regional Adult Education Specialist
Longwood College
Continuing Studies
Farmville, VA 23901

This presentation discussed collaborations for improved rural education occurring on two levels: (1) those which Longwood College (a medium-sized four-year state college in rural south-central Virginia) engages in, and (2) those which Adult Education of the State Department of Education sponsor for local areas.

The objectives of this presentation were to describe proven collaborations at the regional and state levels, to explain how each functions, and to suggest how rural education benefits. Participants gained ideas for collaboration which will be useful in their rural communities.

Collaboration #1 (Region level):
In 1986 Longwood College, under the leadership of a forward-thinking president, came to the realization that it was a four-year, state institution of higher learning in a rural, underdeveloped area. Historically, Longwood College had been a residential, liberal arts teachers college. Thus, the College began to reach out in service to the rural area. This "reaching out" attitude has brought changes which have been beneficial to the community and to the college. .

Longwood College has formed two collaborations with the public schools of surrounding counties--(1) a network of county superintendents of education and (2) a network with libraries of county school systems. Further, Longwood College initiated an adult literacy network of interested organizations serving ten counties. Although these are termed "networks," they are, in fact, collaborations among agencies.

Collaboration #2 (State-level):
The Commonwealth of Virginia has, since 1987, placed high emphasis on improved literacy skills for adults. The Virginia Literacy Initiative and Adult Education Service has developed services to facilitate regional collaborations. These include: Regional Literacy Coordinating Committees (RLCC) whose purposes are to establish lines of communication among literacy providers and support agencies, to facilitate sharing of resources, and to develop a learning system in each locality. Regional Adult Education Specialists (RAES) provide staff development plus technical and marketing assistance to adult basic education programs in several counties, thus facilitating collaboration among programs, including the county volunteer literacy programs.

Rural Communities Creating Their Future

Stuart Huntington, Planning and Development Specialist
James Meek, Community Resource Development Specialist
Iowa Cooperative Extension Service
Iowa State University
Ames, IA 50011

Small communities face numerous challenges as they move into the 1990s and the twenty-first century. Many communities are experiencing population decline, downturns in the local economy, school consolidation and closures, and other critical problems.

One community development approach in working with such places is to empower local people to create a vision of their community's future. This approach has positive appeal because it focuses on what is possible.

There is, of course, an extensive body of futurist literature; however, much of it is urban oriented and, therefore, not particularly useful in non-metropolitan settings. The presenters created a videotape and a facilitator's guide of related printed material to help local leaders and citizens overcome their "here and now" mindset, and focus on the future of their community. Workshop participants who view this video then create a future vision and work to develop the skills needed to move toward that vision.

During December 1990 and January 1991, the authors pilot tested Communities Creating Their Futures in six communities in Iowa. The material presented was very well received and is presently being duplicated for distribution and use throughout the State.

Although this program was created for Iowa communities, the ideas and concepts presented could readily be adapted for use in other non-metropolitan areas.

A Model For Providing Comprehensive Educational Services to Isolated Rural Populations

Lee Insko
Dean of Regional Programs
Eastern Oregon State College
1410 "L" Avenue
La Grande, OR 97850

Since the middle 1970's Eastern Oregon State College has been organized to serve both an ongoing population of 1,700 on-campus students and over 1,000 off-campus clientele spread over 42,000 square miles with a total population of only 165,000. Presently 25%+ of each years graduation class is made up of regional students who complete programs at places other than the main campus. At the same time the college responds to the public service needs of the region in the areas of economic development, leadership development and on the "cutting edge" programs. All of this is accomplished with a tax dollar budget of approximately $400,000 per year in addition to a wide variety of self-support programs. Attitude, cooperation and collaboration are the keys.

Development, Implementation, and Evaluation of a Model Continuing Education Program for Rural Clinical Laboratorians

Dona Knapp
Director of Medical Technology
University of South Dakota
Department of Laboratory Medicine
Vermillion, SC 57069

The continuing education needs of health care professionals working in rural areas are great and often go unmet. A unique program, Project Safari, was designed and implemented in South Dakota in response to the needs of laboratory personnel in rural areas. Program evaluation has demonstrated the positive impact of the program and suggests that an effective continuing education program can be designed and delivered to rural practitioners to help them maintain and expand their professional skills. Project Safari provides evidence that continuing education can enhance laboratory practitioners' problem solving skills and assist them in identifying deficiencies and implementing desired changes in their laboratories.

An overview of the planning, implementation, and evaluation of a model continuing education program for individuals working in rural clinical laboratories was presented. The following topics were included: (1) Identification and profiling of potential client population, (2) Training needs assessment, (3) Identification of existing laboratory deficiencies, (4) Organization and role of planning consortium, (5) Identification of existing training resources (people, place, and things), (6) Public relations and marketing effort, (7) Determination of training priorities and training format, (8) Development and delivery of training courses, and (9) Evaluation of training programs. The benefits of a combined approach including a self-study course component followed by satellite workshops were discussed. Techniques and strategies used in designing course components to optimize participant involvement, satisfaction, and learning were shared. The development and utilization of various evaluation techniques including both process and impact evaluation were emphasized.

Redefining Reality, Creating a Positive Vision, and Nurturing Community Participation

Mary Simon Leuci
Rural Health Project Manager
Missouri Rural Innovation Institute
University of Missouri, 529 Clark Hall
Columbia, MO 65211

Rural communities face a diversity of problems which threaten their existence as places to live, work and do business. These problems include the faltering farm economy, the development of regional trade centers, the loss of rail service, the loss of manufacturing jobs and negative attitudes of residents. These communities are generally unattractive to industry, which many communities think is the only means of creating new jobs. Many leaders believe that their only hope is the recruitment of an outside industry, and failure to do so often leads to despair and apathy.

There are three parts to a framework for developing capacity in local people to create economic opportunity. These are:

1) **Nurturing Participation:** It is not a natural thing for people to work together. If it was then there would be little need to create an organization.

2) **Reshaping Reality:** Many of the things people know about their communities are hopelessly out of date or are based on information which is faulty in its inception. In order for their efforts to be successful they need to understand the real picture.

3) **Creating a Vision of the Future:** Many community programs are based on fixing the past. Forgetting that most of the elements of the present were not based on linear development from the past, we often assume that the road that leads to the past will also lead us to the future.

The goal of this workshop was to provide participants with information and strategies to enable them to create jobs or economic activity in their community using their own resources.

Missouri Rural Health - A Community Challenge

Mary Simon Leuci
Rural Health Project Manager
Missouri Rural Innovation Institute
University of Missouri
529 Clark Hall
Columbia, MO 65211

Lynda Johnson
Food & Nutrition Specialist
Missouri Cooperative Extension Service
University of Missouri
P. O. Box 490
Higginsville, MO 64037

Satellite technology combined with grassroots planning and action processes were combined to initiate a statewide community-based effort in Missouri. The goal was to increase public awareness of the complexity and variety of rural health issues, raise public policy issues, and empower communities to begin taking effective steps to locally address those issues.

Key components of the satellite seminar and follow-up have included: 1) putting together a statewide planning committee representative of the state's interests and resources; 2) creation of explicit objectives that included information sharing, networking, agenda building, and stage-setting for follow-up at the local level; 3) local input to encourage ownership and joint sponsorship between Extension and other agencies; 4) broad-based community participation; 5) focusing the program format on key rural health issues, successful community action, local discussion, and prioritizing of the desired future for health, and interaction between a statewide panel and local viewers; and 6) providing support to local sites through training, resource materials, and follow-up assistance to supplement the satellite program.

The results of the seminar included the development of a statewide coalition addressing rural health issues, increased collaboration and networking at the state and local levels, and a number of local activities to improve access to health programs.

What has emerged is a model for statewide, yet grassroots, programming that is transferable to other states and other issues.

Partnerships and Possibilities: The West Central Minnesota Leadership Program

David Martin
Director, Concordia Leadership Center
Concordia College
901 South Eighth Street
Moorhead, MN 56562

Roger McCannon
Dean of Continuing Education
University of Minnesota - Morris
231 Community Services Building
Morris, MN 56267

The West Central Minnesota Leadership Program, located at Concordia College in Moorhead, Minnesota, and administered by the Concordia Leadership Center, provides leadership training for residents of a nine-county region in west central Minnesota. Its purpose is to help people in the region to understand and practice leadership in a variety of settings, including their local communities.

The presenters described the history of the program, its various components, ways in which the program seeks to collaborate with other such programs serving the region (to stretch resources and avoid duplication), and why they believe the program has been both successful and well-received. Participants learned about specific program components that might be of interest to them, and that are replicable within their own regions and communities. These included Community Lead, Youth Lead, Organizational Leadership, local Issues Discussions, and a speaker's bureau which offers presentations on topics related to "understanding leadership."

Since its inception, the West Central Minnesota Leadership Program has reached more than 3,000 people, directly or indirectly, with information, programs, and services designed to enhance their ability to understand and practice leadership.

Organizational Problems in Bringing Distance Education to Rural Adults

Rory McGreal
Secondary School Liaison Supervisor
Contact North/Contact Nord
634 Notre Dame Avenue
Sudbury, Ontario, CANADA, P3C 5L

Distance education technology has now reached a point where small remote communities spread over vast distances can receive interactive educational programs simultaneously. However, rural education is controlled by local authorities. This creates numerous organizational problems in implementing a successful distance education project which implicates different school boards with divergent interests and philosophies. In Northern Ontario, there are over 42 different school boards with jurisdiction over secondary education in their territory. This division of educational jurisdictions has created organizational problems for any pan-Northern Ontario initiative in distance education.

Contact North/Contact Nord is now attempting to overcome these problems in implementing a distance education initiative in the region. Five specific organizational models for distance education delivery are examined, based on the following principles: co-operation, fee-for-service, centralization, decentralized delivery, and consortia. By taking care in choosing the best organizational structure to meet the needs of the local communities it should be possible to ensure that political structures created to solve the problems of education in the nineteenth century adapt sufficiently to allow for the effective use of twenty-first century technology.

WSU Beach Watcher Volunteers

Donald B. Meehan
Washington Cooperative Extension Service
P. O. Box 5000
Coupeville, WA 98239

Although volunteer programming has been the mainstay of Cooperative Extension programs since the beginnings of the organization, most of the focus has not been on environmental subjects.

In Island County, Washington, at the heart of the larger Puget Sound Watershed which stretches hundreds of miles, a new volunteer program is planting a seed of environmental kinship and stewardship in one of the fastest growing urbanized rural areas in America.

The program began in the spring of 1989 with funding from the Washington State Department of Ecology and was designed to protect and enhance the Puget Sound. The focus of the program was to identify a critical geographic zone, in this case the beach, and to link educated people with the zone. The beach area became the indicator zone of pollution taking place from upland activity from the beach as well as that which occurs in the marine waters.

Volunteers selected for the program were charged with a mission of educating others in their communities as well as monitoring specific sections of beach. The 100 hours of training was an important attractant for volunteers and was essential in preparing them for their mission. Although there are many environmentally active volunteer programs in the Puget Sound region, very few of the volunteers have any significant training and even less go through training designed by a university.

The training goal was to broaden awareness, to help the volunteers understand the interrelationships of all the areas covered and to give the volunteers enough information that they could begin educating themselves in detail about subjects of interest to them as well as educating others in their communities.

Instructors came from a wide variety of places: local planners explained regulations, Washington State University faculty provided expertise on land-based issues, Sea Grant specialists helped with marine aquaculture, and state agency staff provided expertise with non-agricultural topics.

Graduation of the volunteers provided closure to training and a sense of the beginning of an important role in their community. Each volunteer was required to provide fifty hours of service to the community as well as the adoption of a section of beach. By this time in the program each of the volunteers had begun to realize they were a part of a new family and energy was high. Issuing them each their own personalized WSU Beach Watchers jacket and graduation certificate helped to build the group identify.

Patterns for Country Stars: Systematic Staff Development for Rural School Improvement

Pamela Bell Morris
Leadership Development Specialist
Southwest Educational Development Laboratory
211 E. 7th St.
Austin, TX 78701

The session's objectives were to introduce participants to a training package designed for use in rural school improvement efforts, to provide a rationale for the use of a systematic approach to staff development, and to engage in an activity designed to reflect teachers' perceptions of "change" in education. Information and activities from the training package, Patterns for Country Stars; Systematic Staff Development for Rural, Small Schools, were used to focus on a process model for designing staff development programs that are relevant to a district's school improvement goals. To establish the need for a systematic approach to staff development, session participants graded the staff development programs provided in their schools using the "Staff Development Report Card." A videotape entitled, Meeting the Challenge, introduced a process model for systematic staff development through vignettes of exemplary rural programs using the process. A role-play activity was used to challenge participants to reflect on the perceptions of those who are asked to implement yet another educational innovation.

The training package and videotape materials were designed for use by those who provide technical assistance to staff members in rural, small schools.

Choice in Rural Schools

Joe Nathan
Center for School Change
Humphrey Institute
University of Minnesota
301 19th Avenue South
Minneapolis, MN 55455

Does choice among schools have any relevance for rural areas? What have states which have experimented with the idea learned? Are all school choice plans equally effective? Why did the President recommend school choice as part of his Education 2000 recommendations?

Issues discussed during this presentation, based on experience in several states included: a) rural magnet schools, b) laws allowing adults who have not graduated from high school to attend up to two years of high school or college, free, c) opportunities for juniors and seniors in public schools to attend colleges and universities with state funds, d) plans for students who have not succeeded in one school to attend another, and e) proposals involving private schools.

The presenter's view was that a) there is no one best kind of school for all students, families or educators, b) school choice is a great deal like electricity: used carefully it can have powerful benefits, but used carelessly, it can create more problems than it solves, and c) details of school choice plans are critical.

RURAL PARTNERS: A Public-Private Partnership in Community Education

Donald Naylor, Field Representative and
Community Development Specialist
University of Illinois
305 Mumford Hall
Urbana, IL 61801

Twelve rural Illinois counties are participating in a three-year comprehensive community and economic development demonstration program--Helping Rural Communities Prepare for Economic Development. The purpose of the program is to help rural citizens control and manage development in their counties. The program is sponsored by RURAL PARTNERS, a coalition of more than 120 organizations from business, education, and government. Funding for the program is from the W. K. Kellogg Foundation, the University of Illinois Cooperative Extension Service, and 14 RURAL PARTNER members.

Four sets of teams will carry out the program. The first team is made up of county leaders and community groups that set priorities and goals and take action on projects. The second team, the County Development Coordinator teams identify local leaders and help implement modules. Team three includes author teams which include more than 35 academic and professional economic developers from the private and public sector. The fourth cooperating team is the Program Advisory Committee (PAC), which has responsibility for program direction and funding. This "Framework for Teamwork" brings together groups from business, education and government at the local and state level to work together on a common goal -- helping rural communities.

One of the goals of RURAL PARTNERS is to develop and deliver educational programs on subjects vital to helping rural communities prepare for economic development. These Community Action Modules (CAMS) are self-help technical assistance guides with practical, realistic exercises on issues and actions essential to local community and economic development.

The RURAL PARTNERS program is designed to establish cooperative networks with local roots--teams which support community and economic development much the same way that statewide agencies and groups cooperate across the state. With the "Framework for Teamwork" in place, local citizens will be able to take the lead in development of the community--people, groups and organizations, and to foster an attitude that WE CAN DO IT!

Community Revitalization Through the Schools

Edwin C. Nelson
President Emeritus
Chadron State College
10th & Main St.
Chadron, NE 69337

Chadron State College with its program, "Community Revitalization Through the Schools," is working with a number of rural communities and their schools in western Nebraska to involve the youth, their ideas, their energies, and their caring attitudes in planning for the future of the rural communities and in developing entrepreneurial skills.

Two-week summer workshops are offered as the settings for school personnel, community leaders, and economic developers to develop guidelines, ideas, excitement, and commitment to preserve and enhance the good life in rural communities. The participants design curricular and extra-curricular plans to respond to the uniqueness' of their communities.

Liaison is maintained between college personnel and the workshop participants through the following year to encourage the implementation of positive change in the involvement of the schools in revitalizing the communities.

Continuity on the Land: Access to Financial Resources

Allen Prosch, Director, Land Link
Center for Rural Affairs
P. O. Box 405
Walthill, NE 68067

Earl Wright, Farm Finance Specialist
Farmers Assistance Counseling Training Services
Kansas Board of Agriculture
148 Waters Hall, KSU
Manhattan, KS 66506

Allen Prosch: There is discouraging evidence that agriculture in America is not producing a new generation of farmers who will have the opportunity to establish farming operations that are from the beginning committed to environmentally sound and economically sustainable farming methods. Therefore, we at the Center for Rural Affairs believe that a creative program is needed to get land now held by farmers who will soon retire, or by landowners interested in promoting better soil and water stewardship on their land, into the hands of beginning farmers who will practice sustainable agriculture.

Hence, a program with four components to provide a comprehensive outreach network has been designed. These components include:
1. Land Link Clearinghouse: A data base to link beginning farmers and landowners willing to cooperate on a sustainable farming operation.
2. "Starting Out Right" Workshops: A series of workshops designed to prepare beginning farmers with practical decision-making tools needed to start a new, sustainable farming operation.
3. Land Link Realty: A farm management service for landowners wanting to lease land to farmers who will practice sustainable farming methods, especially beginning farmers. Institutional landowners, including churches, as well as farm heirs and individual investors are invited to participate.
4. Stewardship Partnership Finance Fund: A flexible mechanism that will use environmentally and socially-motivated private capital to leverage public farm credit funds for beginning farmers who practice sustainable agriculture.

Earl Wright: Who will be the farmers and ranchers in the future? The U.S. Department of Agriculture made a trend analysis in 1988 that shows nearly half of all farm assets are owned by farmers who will probably retire within 10 years. The report also pointed out that fewer than one in three younger operators are in a strong enough position to purchase those assets.

According to Matthew Smith, an agricultural economist formerly with USDA, these facts will likely hasten the decline in farm numbers, resulting in increased average farm size, affecting the balance between farm operators and farm owner, and retarding growth of U.S. farm productivity.

With farms becoming larger and graying farmers on the increase, the opportunity for entering the business of production agriculture is limited. Even family succession to the next generation can place insurmountable financial pressure on those taking over the operation.

If one could limit the cost of purchasing the land, many more young farmers would be able to enter or remain in farming. Land is often rented because of the cost of buying it, but this does not allow long-term control over use of the land.

Cash rent for Kansas crop land ranges from $25 to $50 per acre. The principle and interest payments to purchase land range from $60 to $100 per acre. In a business that has a narrow profit margin, this cost of land is the limiting factor, even for young farmers who have the background, training and desire to enter farming.

The concept of a Land Stewardship Benefit Trust is one option for farmers to enter into the business of farming without the high cost of purchasing land. It also offers the advantage of fostering a sustainable type of farming.

A Land Stewardship Benefit Trust is a not-for-profit corporation developed for the purpose of holding land. The land is leased to farmers on a 99-year lease agreement with the option to pass use of the land on to the next generation. The lease is based on cash rent but has the longevity of ownership. It eliminates the disadvantages of renting land from an absentee landowner.

Acquisition of land for such a trust can be accomplished from a variety of financial resources, including philanthropic investors. Eventually a revolving fund can be established to make additional land available to prospective farm families.

The accessibility to land at a reasonable cost helps retain farm families in our rural communities.

The Potential of the Public Library as an Agency of Rural Development

Douglas Raber
Assistant Professor
University of Missouri-Columbia
104 Stewart Hall
Columbia, MO 65211

Although rural America has suffered the effects of uneven development since World War II, there are a number of influences converging to create new possibilities of an enriched rural existence. Information is increasingly regarded as a crucial resource for development given the scarcity of capital that affects the American economy in general. The Federal government has recently taken steps with the passage of the new Farm Bill (PL 101-624) to make information available to rural leaders. Advances in cable television have brought to rural America images of life's possibilities from around the world. In addition to these factors, a rediscovery of the strengths and values of rural life seems to be occurring.

There exists in this context a rural institution that has a long and distinguished history of information dissemination whose potential appears to be going unnoticed; the rural public library. Public libraries in rural settings are not without problems that would need to be addressed in order for them to serve as centers for rural economic, educational and cultural development. If these problems could be solved, however, the public library could serve as a distributor of the information needed for rural economic and leadership strength. It could contribute to the continuing education necessary to the development of a skilled rural workforce, and it could play a significant role in bringing to rural America an appreciation of the increasingly interdependent relationship between small towns and the world at large.

New attitudes and new partnerships are needed to realize this potential. Federal, state and local governments must reorganize to address problems of adequate financing, staffing and document delivery capabilities of rural public libraries. Rural information professionals must seek out and establish new partnerships with their community in terms of a focus on personal service to school, business, and government leaders. Finally, new and creative relations must be established between public and private enterprises in order to identify and provide for rural development information needs.

Tracking Signals of Change for Rural Education

Gene L. Roth, Acting Director, Rural Education Program
North Central Regional Educational Laboratory
1900 Spring Rd., Suite 300
Oak Brook, IL 60521

Charles de Gaulle once stated, "People get the history they deserve." Dr. Roth took participants on a fictitious trip to the year 2033 and let them examine how the world came to be as it is. They gained an understanding of how the concept of career choice became an oxymoron in the year 2000. They looked back at the use of chemical and electrical behavioral controls in the year 2016. They revisited the de-regulation of education in 2023. They reviewed the explosive growth of global educational vendors in the 2020s. They sensed how the bionic corporations gained control of all human resource development by the year 2030.

The purpose of this session was to urge rural educators to track early signals of change and respond to the questions, "What is our preferred vision of rural education and how can we get there from here?"

MCL: A Leadership Program That Works

Charles St. Clair
Community Development Specialist
Missouri Cooperative Extension Service
P. O. Box 118
Jefferson City, MO 65102-0118

Mary Jo Williams
Leadership Development Associate
Missouri Cooperative Extension Service
162 Stanley Hall
Columbia, MO 65211

Rural America's quality of life, economic productivity, and democratic form of government depend upon the talents of its citizens. In times of social change and diminishing resources, it is particularly important for individuals to work together to reach a consensus about their future and resolve difficulties which affect the entire community. As individuals develop their skills and share their knowledge with others, they increase their ability to function effectively as informed citizens in a changing environment.

In rural communities across the state, the Missouri Community Leadership (MCL) program gives citizens a chance to once again become pioneers and take an active role in shaping the future of their home towns. A unique partnership between Missouri Cooperative Extension and the Missouri Department of Economic Development, MCL joins intensive training in group process, decision-making and personal leadership skills, using the Family Community Leadership model, with the organizational structure of the Missouri Community Betterment program to produce innovative approaches to community improvement.

MCL entails three components: (1) identification of issues in the community; (2) development of an organizational structure to undertake actions related to those issues; and, (3) education and skills development of individual participants in order to help them be successful in the two preceding areas. Missouri Community Leadership provides a framework within which participants try out newly acquired skills, share ideas, successes and "not-quite-successes" and benefit from on-going support and encouragement from organizations committed to the revitalization of rural Missouri.

Leaders are most successful when they are part of a team that shares a common view of the future and MCL incorporates this team concept by forming a partnership between community volunteers and Extension professionals who work together as a catalyst for change and as a resource for renewal.

Literacy and Health Education

Laura Schinnow, Adult Basic Education Coordinator
Iowa Valley Continuing Education
Box 536, 3700 S. Center
Marshalltown, IA 50158

Iowa Valley Continuing Education has completed a year-long project with the goal of increasing communication between health professionals and literacy impaired patients. The reading level of most patient education materials is 10th grade and higher. Estimates suggest that at least 20% of American adults cannot read well enough to comply with treatment. Illiteracy is an easy condition for health professionals to overlook and poor readers, often embarrassed about their problem, do not readily admit that they can't read.

The goal of this project was to reach three target populations--health professionals, under-educated adults, and the general public. Health professionals were provided a one-day continuing education workshop where they were taught the characteristics of under-educated adults, how to select material so they are usable by all patients, and tools for rewriting current written materials. Under-educated adults were reached by a series of worksheets distributed through Adult Basic Education instructors and tutors. The worksheets dealt with accessing health care resources, and communicating effectively and assertively with health care professionals. The general public was reached through community activities conducted to educate them on the importance of effective communication. Table tents, news releases, and a "Medicine Check" were used for publicity. During the "Medicine Check" adults were encouraged to bring their medicines, both prescription and non-prescription, to be reviewed by a local pharmacist.

This presentation covered an overview of the project and a demonstration of readability formulas. Participants were given pointers on evaluating written and audio-visual materials, and they viewed a videotape on "Health Education for Non-readers."

A Leadership Enhancement Program for the Rural Active Retired

Carol M. Schultz
Research Associate
Center for the Study of Aging
University of Missouri
202 Clark Hall
Columbia, MO 65211

Rural community leaders are finding that as young people out-migrate they have fewer young people available to fill vital community leadership roles. As this trend continues, older people will increasingly be called upon to fill community leadership roles. Local government is run by volunteers. Boards and commission members, elected officials, and special task force constituents are all voluntary leadership positions which older adults can fill. Older adults have the opportunity to choose their activities and with encouragement and training they can step into these leadership roles.

Realizing this, an adult education program called Leadership Enhancement for the Rural Active Retired was piloted in rural Missouri. In cooperation with a community college, two classes of older adults were recruited and trained using leadership models developed by University Extension. A manual was written incorporating the content material and the process for delivering the program.

Results of an in-depth evaluation of the program showed some pertinent characteristics which will be important for recruitment for future programs. The model "Paths to Leadership for Older Adults" was developed, as was a model of components of a successful leadership enhancement program.

Developing a Training Program for Early Childhood Inservice Personnel Preparation: A Rural Approach

Jacalyn Searl
Early Childhood Outreach Training Coordinator
University of South Dakota School of Medicine
414 E. Clark
Vermillion, SD 57069-2309

This South Dakota inservice personnel preparation project is providing a statewide and community-based, coordinated personnel development program in early childhood intervention. Preservice/inservice training opportunities are being provided for educators in rural areas with a twofold approach: first, to create a training system through various distance learning techniques and innovative technological methods; and second, to produce comprehensive and culturally sensitive materials that will be integrated into future training activities for possible distribution throughout the nation.

This project includes a variety of features which are appropriate for others involved in similar training. Key features include a regional-based training effort, utilization of distance education, cooperation with local agency personnel, parental involvement, and emphasis on both short-term and long-term curricular development.

Participants in the project will acquire general knowledge and skills which will enable them to work with infants, toddlers and preschoolers with special needs within a family context. Additionally, cultural concerns relevant to working with American Indian children and their families are an integral part of the training.

The development and implementation of the training program's first year, results to date, and future directions were explored.

COMMON LEADERS IN PROFILE Highlights Rural Leadership

Mark E. Settle
Community Development Specialist
Iowa Cooperative Extension Service
Box 1427, ISU
Cedar Rapids, IA 52406

Common Leaders in Profile is a video program that focuses on three leaders from small communities who tell their stories about why and how they get things done. The program was produced to offer real-life examples of effective leadership and to encourage more people to consider leadership roles in their communities.

The Common Leaders in Profile program was funded by the North Central Regional Center for Rural Development, with additional support from Iowa State University Extension and the W. K. Kellogg Foundation. The project was created to develop support material for existing leadership development efforts. It was designed to help market leadership development as an essential element to revitalize rural America.

Nominations for the individuals to be portrayed were solicited from county, district and state Extension personnel who had first-hand knowledge of leaders in the North Central Region. Over 80 nominations, which included testimonials from people that had personally observed the nominees, were reviewed by the project team. On-site visits were made with five finalists. From these visits, the following leaders were chosen to be featured in the program:

Carl Larsen, from Chadron, Nebraska, was selected for his role in government;

Emily Martinez, from Blissfield, Michigan, was selected for her role as a volunteer with Hispanic youth; and

Beverly Anderson, from Darlington, Wisconsin was selected for her role in economic development.

Project team members included David Boothe, The Ohio State University; Jim Brademas, University of Illinois; Bob Bright, University of Wisconsin; Bill Kimball, Michigan State University; Mark Settle, Iowa State University; and Betty Wells, Iowa State University. The team guided the development of the project from the selection of the community leaders included in the program to the final editing.

Common Leaders in Profile is offered in a 23-minute VHS video or a 16-minute slide/tape format. An easy to use Program Guide, with discussion questions to assist in the application of the leadership principles demonstrated in the program, is included.

Access to What? Offering Rural Adult Learners Relevant Content

Jacqueline D. Spears, Co-Director
Rural Clearinghouse for Lifelong Education and Development
111 College Court
Manhattan, KS 66506-6001

Cornelia Butler Flora, Head, Department of Sociology
Jan Flora, Professor, Rural Sociology
Virginia Polytechnic Institute and State University
Blacksburg, VA 24061

In collaboration with Ohio University, the Rural Clearinghouse for Lifelong Education and Development is developing a telecourse entitled "Rural Communities: Legacy and Change." Scheduled to be released in Fall 1992, the course will consist of a series of thirteen videotapes, a textbook, and a student guide. The materials are being designed to serve as a credit bearing course at the university level as well as interest the casual television viewer. Funding for the project is provided by the Annenberg/CPB Project.

The course is being developed in an effort to explore how: (1) the undergraduate curriculum can be made more relevant to rural communities and (2) technology can be used to encourage the collection of locally relevant information. Introductory social science courses typically introduce students to the perspectives and concepts of sociology but offer little insight into how communities in rural areas function. Moreover, technology enables us to deliver information to more dispersed populations. But in so doing, the information becomes so generalized that it is not immediately relevant to individual community situations. This telecourse focuses on the changes rural communities now face and asks students to complete a series of activities designed to apply the concepts to a study of their local community.

The course content is divided into four sections. The first section provides an overview of rural communities, describing the diversity found in economic base, culture, and legacy. The shift to a global economy offers the theme for the second section, as individual chapters explore the economic change that has occurred and its impact on the availability of capital and patterns of consumption in rural areas. Section three focuses on the social and economic structures found in rural communities. The final section explores community change, presenting information on community power structures, strategies for responding to special needs, and methods of community organizing.

A series of thirteen videotapes explores how the concepts apply to individual rural communities. Three to four community sites are selected for each section. Sites are chosen to represent the diversity found among rural communities as well as illustrate the problems posed by rapid growth, slow decline, and persistent poverty. Preliminary research into a site explores the extent to which the community illustrates the content being presented in each section and the availability of a local expert (sociologist or anthropologist) who could assist us. Once a site has been selected, content specialists work directly with the film production team in both the on-site filming and subsequent editing.

Rural Schools: What the Data Tells Us

Joyce D. Stern
Senior Program Analyst
U. S. Department of Education
Office of Educational Research and Improvement
555 New Jersey Ave.
Washington, DC 20208-5644

A preview of data being analyzed for inclusion in the forthcoming Congressionally-mandated report on the condition of education in the rural, small schools was presented. Data from the new Schools and Staffing Survey (SASS), a national sample survey conducted by the Department's National Center for Education Statistics was presented which compares school teachers and principals in "rural" and "non-rural" schools.

Highlights:

Teacher Profile: Of the over 2 million elementary and secondary public school teachers in the U.S., about 24 percent are in rural schools and approximately seven out of ten are female. But in rural schools, only 6 percent of the teachers are from minority groups compared to over 11 percent in non-rural schools. The data indicate that over 50 percent of the teachers in non-rural schools had a master's degree or above, while approximately 38 percent of the rural teachers had the same qualifications. In addition, there appears to be a disproportionate number of males with higher degrees. In terms of compensation, teachers in rural settings with no experience receive on average $2000 less than teachers in non-rural schools.

Conditions for Practice: Class size averaged two fewer students in rural schools then in non-rural schools. A greater percentage of rural teachers indicated "a great deal" of influence over curriculum issues when compared to non-rural teachers. And teachers in rural schools also indicated a greater sense of control on such issues as course content and textbooks.

Principal Profile: Nearly a third of the Nation's 78,000 principals administer schools in rural communities. It is a male-dominated field, especially in rural areas where over 80 percent of the principals are men. Like the teachers, rural principals are younger than their non-rural counterparts and their numbers also include fewer minorities; 94 percent are white. Ninety percent of the principals, regardless of setting hold either a master's degree or an education specialist degree. But while the remaining rural principals are more likely to have only a B.A., the non-rural principals are more likely to hold a Ph.D.

Rural Lifestyles: A New Vocational Education Curriculum

Barbara J. Stevenin
Work and Family Institute
1211 McGee, Suite 807
Kansas City, MO 64106

The Vocational Education curriculum, Rural Lifestyles, focuses on the uniqueness of the rural labor force, and on Work and Family issues which exist in the changing rural economy. The goal is to preserve the family unit and facilitate the development of coping skills.

Rural Lifestyles is a comprehensive workshop curriculum which has up to twenty hours of materials for small group-workshop or large-group presentations. The curriculum is designed to meet the needs of the small/family owned business or farm as they cope with the changing rural economy.

Unit I identifies the uniqueness of the rural lifestyle and the positive characteristics of the rural family. It helps the rural family develop strategies for survival.

Unit II further enhances personal resources of time, energy, communication, self-esteem and stress management for survival skills.

Units III and IV teach families how to preserve family cohesiveness and closeness while experiencing change and stress.

Measuring the Effectiveness of Tourism Advertising

N. R. Sumathi
Research Associate
Wisconsin Cooperative Extension Service
University of Wisconsin - Superior
1800 Grand Avenue
Superior, WI 54880-2898

Rural communities are recognizing the role of outdoor recreation as an economic development tool. As the budgets of public sector tourism promotion organizations expand, it becomes imperative for them to document their contributions toward increases in demand for outdoor recreation. Community leaders realize that policies on outdoor recreation development need to be based on adequate information.

The presentation dealt with the effectiveness of tourism advertising in two northern Wisconsin counties. An advertising conversion study was used to accomplish that objective. Characteristic data on visitors to both the counties and the possible causes for the difference in conversion rates were discussed. The policy implications of this study are transferable to other communities and regions that are involved in a similar decision-making process.

Higher Education Partners in Rural Economic Development

Elizabeth Tatarko, Assistant Director
Kansas Center for Community Economic Development
Kansas State University
51 College Court Building
Manhattan, KS 66506

Genna Ott, Assistant Director
Kansas Center for Community Economic Development
The University of Kansas
218 Summerfield Hall
Lawrence, KS 66045

The Kansas Center for Community Economic Development (KCCED) is a joint effort between two major Kansas universities - Kansas State University in Manhattan and the University of Kansas in Lawrence. This joint effort is the only collaboration of its kind funded through the U.S. Department of Commerce, Economic Development Administration. The partnership was formed in October, 1988, with the purpose of bringing university expertise in community economic development to rural Kansas communities.

The five major emphasis areas of the KCCED are: 1) community strategic planning assistance (workshops, targeted assistance, resource directory); 2) consultation on community development projects (respond to requests, faculty fellows, technical assistance needs survey); 3) information dissemination (presentations, annual conference, publications, Kansas Business Review, and Rural Digest newsletter); 4) development of a shared database (KCCED County Database); and 5) on-going evaluation research on successful economic development efforts (survey communities, case studies, information gathering).

Many advantages exist when collaborative efforts are undertaken such as 1) greater strength in resources to assist communities, 2) stronger networks being fostered between collaborating institutions, 3) image improvement through collaboration, and 4) greater cooperation among communities through example of university cooperation.

Building a successful partnership is a delicate and complex process. Difficulties such as communication, following bureaucratic procedures, response time in reporting, and funding are a few of the obstacles both institutions have to overcome. Turf issues and politics must be down-played and mutual trust and respect built. This requires a commitment from the leadership to share power and credit.

Appalachian Cultural Awareness: Implications for Educators

Deanna L. Tribe
District Specialist - Home Economics
Ohio Cooperative Extension Service
P. O. Box 958
Jackson, OH 45640-0958

As we hear more about cultural diversity and global and cultural shifts, it becomes even more important to understand our own cultural patterns so that we can recognize similarities and appreciate and respect differences in the culture of others. The environmentalist approach of thinking globally, but acting locally is appropriate for us to consider as we reflect on differences between clientele in urban and rural--including Appalachian--areas within which we work.

Educators may be sabotaging rather than enhancing their own programs by not recognizing these differences. Federally defined Appalachia includes a region stretching from a few counties in northern Mississippi to southern New York state--parts of twelve states including Ohio and Pennsylvania, and all of West Virginia. It can also be defined in terms of certain shared indexes of low incomes, poor health, inadequate housing, and substandard education, reflecting chronic economic and population problems. The region has frequently been defined as a subculture within the broader context of mainstream America--an "invisible minority."

When a region or a community is composed of people with a predominant pattern of values for behavior and attitudes, educators cannot use inflexible "canned" programs. It's important for "outsiders" to recognize these differences that are reflected in common values. Appalachian scholar Loyal Jones categorizes these values to include religion; individualism, self reliance, and pride; neighborliness and hospitality; familism; personalism; love of place; modesty and being oneself; sense of beauty; sense of humor; and patriotism. The system in a socio-cultural sense also contributes to rural differences. This includes informality; multiple, diverse roles; permanent relationships based on kinship and friendship; and concrete rather than abstract thinking.

Family Community Leadership: An Educational Approach for Empowering Rural Women to Participate in Public Policy Decision-Making Efforts

Janet E. Tuckwiller
Leadership Development Specialist
Institute for Leadership Development
Virginia Polytechnic Institute and State University
206 W. Washington St.
Blacksburg, VA 24061-0514

Many rural communities are at risk of finding themselves unable to address the problems that result from declining resources. If these communities are to rise above the challenges and opportunities faced, and emerge as thriving, productive entities, they must recognize the value of the scarce resources that remain and strive to achieve optimal utilization. But rural communities, because of their culture and traditions, often fail to realize the current and potential worth of the resources that they have, particularly their human resources. For instance, they do not always recognize the contributions that women can and do make to community betterment efforts. As a result, women often hesitate to become involved, or increase their involvement, because they perceive themselves, or are perceived by others, to lack the abilities and/or the confidence needed to play an active role. Women, however constitute a significant human resource that communities at risk cannot discount if they are to effectively meet the challenges and opportunities that they face, both now and in the future.

This presentation described research findings about rural women who have been leaders in the public policy decision-making process. In addition, it explained the rationale, content, and partial results for the Virginia Community Leadership (FCL) Program, an educational effort launched to increase the number of people, particularly women, in rural leadership positions and public policy decision-making activities. Implications for future efforts that build on the research and program contributions made thus far to develop existing and emerging women leaders in rural Virginia were also discussed.

Enhancing Quality of Life for the Aging through Energy Education

Janet S. Valente
Assistant Director
Energy Education Program
University of Georgia
Athens, GA 30602

The Georgia Center for Continuing Education at The University of Georgia and the Governor's Office of Energy Resources designed a program for elderly and limited income families to reduce their energy consumption while increasing safety, health, and comfort.

The Energy Education Program provided energy education/counseling to individuals on a one-to-one basis in their homes or in small group settings. Home visits allowed the program to reach individuals not normally involved in educational programs by breaking down barriers to communication and providing the encouragement needed to make energy changes. Part of the success of this program is due to the ongoing support and training provided by the Georgia Center Program Specialists.

Initially, the counselors participated in a week-long training program which introduced them to the Energy Education Program, its goals and support personnel. The agenda during this meeting included: values clarification, understanding self, understanding clientele, characteristics of limited income, identifying needs of elderly and limited income individuals, communication skills, stress management, energy subject matter, and keeping accurate records. After the initial training program the Georgia Center staff conducted site visits throughout the state every six weeks to provide additional support and to assess needs of the energy counselor. Based on this assessment, quarterly workshops were planned and conducted for the counselors. An important component during each quarterly meeting was the sharing of field experiences by the energy counselors.

American Indian and Alaska Native Education: Building Strength in Native Communities

Patrick Weasel Head
Assistant Director, AIRO Program
Montana State University
307 Culbertson Hall
Bozeman, MT 59715-0054

Note: Panel summary provided by Dorothy Roberts, Graduate Student, Kansas State University

In the late 1970's, American Indian Research Opportunities (AIRO) was established to address the alarming under-representation of American Indian students within northwestern university systems. This office was specifically charged with addressing the under-representation of American Indians in the fields of math, science, and engineering. Their initial basic conclusion was that American Indians are "the forgotten minority" because the proportion of American Indians to the general population is often deemed "statistically insignificant" and "too small to justify the expense". In addition, the high drop-out and stop-out rates among American Indians, due to under-preparation, low self-esteem, lack of exposure to other opportunities, and "culture shock" upon leaving home, became further "excuses" for not admitting or adequately supporting American Indian college students.

AIRO, with members in seven states (ID, MT, ND, SD, OR, WY, and WA), initiated a six-week summer "apprenticeship" program for high school students that included working in labs, computer literacy training, meeting with state legislators and role models, learning about research models and learning presentation skills. AIRO also sponsored career and science fairs, summer enrichment programs and one-on-one contact with students to encourage further study and involvement.

Weasel Head noted the progress made since the passage of the 1973 Indian Education and Self-Determination Act, which granted tribal control to tribal schools. Since that time, over twenty tribally controlled colleges have been established, the American Indian Higher Education Association has organized and is producing its own journal, Tribal College Journal, and the American Association of Higher Education has established a caucus for indigenous populations. Tribal control of local schools and community development has also supported tribal efforts to develop their own economic resources, retain sovereignty and control of tribal lands, and promote tribal independence from federal assistance. In addition, two recent reports, Tribal Colleges: Shaping the Future of Native America, and the Indian Nations at Risk Taskforce Report have brought American Indian education, once again, to the attention of higher education.

While Weasel Head indicated that top-level administrative support is absolutely necessary when developing recruitment and retention programs for Native American college students, he also warned that such programs must be structured in an appropriate manner, and that the higher education systems of this nation must become more aware of cultural and educational perspectives other than European models. He urged continued support for programs such as AIRO that are designed to expose Indian students to opportunities in math and science careers as well as provide them with necessary career competencies, from the primary through post-secondary levels. He stressed the importance of role models in Indian education: "We have to develop programs to show these students the skills with which they can succeed, and graduate them!"

Intermountain Community Learning and Information Services

Glenn Wilde
Intermountain Community Learning and Information Services
Utah State University
Merrill Library - Room 104
Logan, UT 84322-3000

The Intermountain Community Learning and Information Services project linked rural learners to educational and training programs and supportive information and library services via an electronic network. This presentation provided information abou: how the project was organized; what technologies and applications were used; and provided an evaluation of the successes and failures.

Panel Discussions

A Partnership Model for Rural Health Educators/Employers

Larry L. Keller, Institutional Advancement Director
Central Community College
P. O. Box 4903
Grand Island, NE 68865-4903

Lee Elliott, Human Resources Director
St. Francis Medical Center
2620 West Faidley, Box 9804
Grand Island, NE 68802-9804

Gloria Smith, Special Projects Director
Nebraska Department of Labor
941 "O" Street, Suite 500
Lincoln, NE 68508-3626

Note: Panel sponsored by Rural Allied Medical Business Occupations Partnership

It is no secret to residents of rural communities that a real crisis has developed in the availability of health care providers. Managers of health care facilities are faced with the seemingly unsolvable problem of hiring and retaining qualified, trained staff. This problem cuts deeply into nearly every area of the rural health care industry. It's not just the availability of professional Doctors but rather the support staff that the Doctor and the facility need in order to provide quality care to patients. It's not just rural hospitals that are troubled but nursing homes, long term care facilities, clinics, home health care and other medical providers are suffering as well.

For those who live in urban communities, this problem will seem remote, and they will not be able to relate to the crisis, in short, they take the availability of quality health care for granted. But for those in rural communities, the lack of health care is the talk of the town.

This panel presentation focused on the realities of training and staffing rural health care facilities. The need to develop partnerships with other agencies was emphasized. The utilization of the existing work force and local residents is a key ingredient to recruitment and retention. Identification and screening techniques designed to make low risk training and staffing decisions was discussed. All of this and more, combined with formal education, and on the job training, make up a win-win partnership. Employees and potential employees win with more skills and better paying jobs. Rural residents win with higher quality health care availability. The health care employers win with a trained, stable work force. The rural communities win with an increased or at least stable population and close-to-home health care services.

Change and Diversity: Communities Link with Higher Education

Bertha Ortega, Dean of Students
Heritage College
3240 Fort Road
Toppenish, WA 98948

Patsy Martin, Superintendent
Yakima Tribal School
P. O. Box 151
Toppenish, WA 98948

Linda Shadiow, Associate Professor
Center for Excellence in Education
Northern Arizona University
Box 5774
Flagstaff, AZ 86011

LeRoy Shingoitewa, Principal
Hoteville Bacavi Community School
Hoteville, AZ 86030

Note: Panel Summary Provided by Dorothy Roberts, Graduate Student, Kansas State University

The recurrent theme of this panel was the need to work through schools to empower communities with the help of, but not the domination of, higher education systems. In identifying the needs of a particular community, the community itself must determine its own values and priorities. Linkages with higher education must be interactive, with a high level of respect for the needs of the community as determined by that community.

As part of the Exemplary Multicultural Practices in Rural Education (EMPIRE) project, the Hoteville Bacavi community decided to approach community education with a "both/and" philosophy: both cultural relevance and multicultural/bilingual competence. **Shingoitewa** stressed that the goal of the program is to build a truly bilingual community, fluent in both cultures and languages but grounded in Hopi life-ways.

Martin, on the other hand, noted a long-term needs assessment as uncovering a long history of grief that had never been addressed. Among those issues identified are the long-term effects of federal removal policies on Native American people, the practice of institutional genocide, and the forced imposition of a foreign value-system and religion. The subsequent loss of cultural identity and instillation of cultural self-hate by the dominant society on Native American people still has a tremendously negative effect on the personal growth and development of many Native Americans. Martin expressed the concern that until Native Americans, collectively and individually, are able to acknowledge and work through the grief process, many of the benefits of such education will still elude the learners. According to Martin, empowerment is a primary goal of community education and educational programs must further the empowerment process, address the core issues of alcohol and drug abuse honestly, provide education in governance and self-determination issues, and must be culturally appropriate to the community. She

further stated that the community should "question curricular authority" and demand that any curriculum developed for the community schools be worthy of respect and that higher education honor community authority.

Ortega, Dean of Students at Heritage College, indicted higher education for their lack of response to the needs of rural populations. The establishment of Heritage College was, essentially, a response to the educational needs of students located in the Yakima Valley area. Established in 1981, with 36 enrolled students, the college has grown to a fully accredited institution with an enrollment of over 1,000 students and several growing programs. In addition, Heritage has established a link with the University of Hawaii-Manoa, which was initiated by UH-Manoa after the state university system refused to participate in a local-state effort. The link with UH-Manoa has proven successful for both institutions.

Shadiow, Associate Professor in the Center for Excellence in Education at Northern Arizona University, also noted higher education's "aloof" attitude toward community service and development programs. Citing the recent Carnegie Foundation report, *Scholarship Reconsidered,* Shadiow urged that the scholarships of integration and application, or "service", be re-integrated into the scholarly fabric of higher education. Within this framework resides the potential for re-shaping community/university partnerships in a way that they become recognized and rewarded within university settings and, thus, carry increased potential for sustained efforts with broader applications. Shadiow urged development of a "common language" between higher education and the communities they serve, and a recognition of the recommendations proposed in the Bush administration's document, America 2000 Sourcebook.

While all panelists were quite positive about the directions in which their schools were moving, one panelist commented that higher education cannot tell the community, "What you really need is . . ." All of the panelists concurred on many favorable aspects of linkages with higher education but they also agreed that the community schools must be composed of and "owned by" local community members, not outside "experts". Higher education must function as a facilitator/resource for community schools, but the community must retain the power of decision.

Exemplary Rural School Programs in Support of Rural Development

*Joe Newlin, Executive Director
National Rural Education Association
230 Education Building, CSU, Fort Collins, CO 80523

*Barbara Havlicek, Assistant Director
Center for Rural Education and Small Schools
Kansas State University, Manhattan, KS 66506

*Daryl Hobbs, Director
Office of Social and Economic Data Analysis
Missouri Cooperative Extension Service, Columbia, MO 65201

Paul Higbee, Director of Community Relations
Black Hills Special Services Cooperative
P. O. Box 218, Sturgis, SD 57785

Note: Panel Sponsored by the National Rural Education Association

A number of economic development partnerships between schools and communities were examined during this panel discussion. Examples were cited from the perspectives of program directors, superintendents, and rural practitioners.

Paul Higbee: Since 1987, pilot schools in South Dakota have established community partnerships to strengthen educational initiatives. These partnerships have used untapped local resources, involved schools in long-term community planning, exposed students to local entrepreneurial opportunities, and strengthened schools as resources for evolving adult educational needs.

In all of the pilot schools these partnerships are seen as vital components to educational restructuring. Efforts have been coordinated by the Black Hills Special Services Cooperative and the Mid-Continent Regional Educational Laboratory. Three schools' examples of how these partnerships can work are described below.

1. At Estelline, the town's business leaders are exposing high school students to ways of building solid rural careers...to see that not all good jobs have to be in cities.
2. At Takini School on the Cheyenne River Indian Reservation, the school is taking a lead in creating jobs (the reservation unemployment rate is about 80 percent). After a century of federal and parochial schools ignoring the traditional Lakota culture, the school is turning to tribal elders and other local people for help in reaching at-risk youth.
3. Belle Fourche students interviewed older residents to gain a drastically improved appreciation of their community. They've been involved in community planning for four years, and gotten their town certified for participation in the governor's state business recruitment program.

*Written remarks were not received from these panelists.

Foundation Support for Rural Initiatives

Tamar R. Datan
Special Assistant to the Executive Staff
The Pew Charitable Trusts
3 Parkway, Suite 501
Philadelphia, PA 19102

Patrick Conroy, Executive Director
West Central Minnesota Initiative Fund
220 W. Washington Ave. # 205
Fergus Falls, MN 56537-2536

**David Dodson, Executive Vice President*
MDC, Inc.
P.O. Box 2226
Chapel Hill, NC 27514

Key initiatives have been launched by major foundations to address the needs of rural America. Representatives and board members from three foundations provided an introspective look at these funding efforts and what the future holds for foundation support of rural initiatives.

Tamar Datan: The Pew Charitable Trusts are a division of the Glenmede Trust Company. The foundation was established in 1948, although the first annual report was not published until 1978. The early history is one of a strong commitment to anonymous giving. Over the years, the assets of the foundation grew in size, prompting changes in the operational structure and a movement toward a more public nature. Throughout the early eighties there were steady increases in the size of the grant making budget. By mid-eighties the annual grants awarded totaled around $100,000,000. The anticipated distribution for 1991 is approximately $179,000,000.

The late eighties brought a comprehensive reorganization at Pew from a two division structure to the creation of six relatively independent program areas. These are, in order of size: Health and Human Services; Education; Culture; Conservation and the Environment; Religion; and Public Policy. In 1989, the Trusts instituted the Interdisciplinary Fund (originally named the Collaboration Fund). This provides a vehicle for cross disciplinary grant making. It is hoped that innovative grant making ideas will be pursued through this mechanism. Work has begun to develop themes and topics of priority. Some examples of topics which have been identified as potential priorities for the Fund include: rural America, school to work transition programs, arts in education, and global population, just to name a few.

Case Study of Grant making in Rural Education: The Appalachian Colleges Program:

1984-85: The Trusts' staff initiated a study of 29 four-year private liberal arts colleges in the Appalachian region. The study was prompted by a concern about the poverty and isolation which characterized the Appalachian colleges.

Criteria for participation:
1. Quality and effectiveness of academic program
2. Financial stability
3. Service to the region
4. Evidence of planning

Seventeen colleges were asked to submit proposals after surveys and site visits.

1985: Individual capital and program grants were awarded to all 17 Appalachian Colleges, based on areas of needs which matched the Trusts' guidelines. In addition, a grant was made to the University of Kentucky to support the Faculty Scholars Program. The direct and immediate goals of the grants were:
1. To strengthen and stabilize academic programs and support systems
2. The indirect goal of the program was to enhance the post-secondary educational opportunities in the region.

1990: The results were very positive. Colleges received one or more grants in a range of areas:
1. Faculty development grants to 15 colleges
2. Strengthening science education grants to 12 colleges. Including instrumentation/building renovation.
3. Library enhancement grants to 11 colleges for planning, automation, and acquisition
4. Enhancement of academic computing grants to 5 colleges
5. Faculty Scholars Programs extended to 34 colleges, 20 year-long fellowships and 40 shorter term fellowships. These led to the development of the Appalachian Colleges Association.

New Education Program: Community Compacts for Student Success

The Trusts' program in Education will announce on Tuesday the creation of a new program which was designed in partnership with the American Association for Higher Education, Office of School/ College Collaboration. As part of the effort to enhance access and success in higher education, the Education program will invite proposals from rural and urban communities with demonstrated commitments to improving the high school and college student success rates, especially for poor or minority students. Fifteen communities will be selected to form a network. Each community will bring together the leaders from the K-12, higher education, business, and community sectors. The restructuring will feature broad based planning.

1991-92: Phase I: Assessment & Development Planning Stage

1993: Phase II: Select a few sites to implement plan with "glue money" urban to rural.

We are pleased to announce that the Pew Charitable Trusts have asked AAHE to administer a new initiative, Community Compacts for Student Success, which will take us into a new dimension of school/ college collaboration work. We are still in the planning stages of the program but are eager to share the general parameters with you.

The scope of the initiative is quite large--the first phase is a three-year grant for $1.5 million. Those communities that participate in the Community Compacts venture will share a variety of resources including access to technical assistance, consultants, and grant funds. They also will participate in a network offering them an opportunity to exchange ideas and information on a regular basis. As the

Community Compacts network develops, it will be our goal to share those results with the wider AAHE community through publications and videos, and at the national school/college conference.

Patrick Conroy: Some of the West Central Minnesota Initiative Fund projects include:

HEALTH CONNECT - This is a joint project with the Southwest Minnesota Initiative Fund to empower local communities in the area of addressing rural health by working with local grassroots leaders to coordinate and integrate existing health care resources. The project is consumer-driven to provide leadership training addressing rural health care. Two pilot communities have been selected for this project. They will receive technical assistance, training in community leadership, negotiation, and conflict resolution. The intent of the project is to encourage linkages among neighboring communities to help them move toward regional solutions for more effective health care which meet the needs of both the health care providers and consumers.

MILTONA MAGNET SCHOOL - This project represents the first time the Magnet School concept was applied in a rural school district to attract students to under-utilized rural schools from overcrowded city schools within a district. The school offers an enriched science curriculum with a strong emphasis on hands-on activities, outdoor education, and enriching science experiences, such as field trips.

ROTHSAY STORE FRONT PROJECT - This unique project combines vocational education classes with the operation of a lumberyard and hardware/general merchandise store. Students learn business related skills in the context of actually operating a business. Under supervision of their instructor, students order, price, display and sell goods, and also keep a model set of accounting records.

WEST MINN CONSORTIUM - The West Minn Consortium is a voluntary association of the seven post-secondary institutions in the west central Minnesota region. This project focuses on a collaborative approach to meeting the needs of the region's non-traditional adult learners. The project enhances the ability of member institutions to pool their resources toward meeting unmet needs and to avoid unnecessary duplication.

* Written remarks were not received from this panelist.

Higher Education in Rural America: Creating a Patchwork of Ideas and Innovations

Douglas Treadway, Chancellor
North Dakota University System
State Capitol
600 East Boulevard
Bismarck, ND 58505-0154

Connie Keck, Director
Bureau for Community and Economic Development
Wayne State College
200 East 10th
Wayne, NE 68787

Richard McDowell, President
University of Pittsburgh at Bradford
Bradford, PA 16701

Kala Stroup, President
Southeast Missouri State University
One University Plaza
Cape Giradeau, MO 63701

Note: Panel Sponsored by the American Association of State Colleges and Universities

Doug Treadway: I wanted to start with this one observation, and that is the context of the work we're talking about of "rural communities is a global context." I was in Czechoslovakia and before that in China in the past twelve months, and those young people are leaving their rural communities as fast as they can get out. And as they go they're wearing jeans and drinking Coca Cola, and listening to rock and roll. We're not a unique phenomena; we're in worldwide change and let's not get discouraged that some plague has hit our particular community or institution. If it has, it's a worldwide event, and that makes the point that the solutions are also global in context. We give a lot of lip service to that but my sense is that it's real, real stuff, it's not just lip service and if your institution and thinking are not in global context, you're probably going to miss the boat. I think it is a working imperative; not just a philosophical notion.

Now let me offer a working definition of rural development which fits in with the three case studies I'm going to mention. This is a homegrown one. My definition is as follows: Rural people working together, maximizing their own resources and effectively utilizing external resources in order to improve the quality of life for themselves and their communities. Now I'll run that by you one more time because in this definition, each part has a meaning. Rural development is defined as rural people working together. First of all maximizing their own resources, and then secondly, effectively utilizing external resources in order to improve the quality of life for themselves and their communities. One of the new programs underway in Southwest Minnesota is training economic facilitators for county-wide rural

development. We've taken the model from Australia. It is not an extension model, and it is not a town smokestack-chasing type economic development model. It's based on the Rogerian methodology. The whole theory being you don't motivate people but you support them along the way as they take initiative. The economic facilitators don't have offices or phones, and they work out of their cars, the coffee shops, the body/fender repair shops, wherever they can confront people who have business ideas. Most of the people that they believe are in need of their services will not come to a university, Center, or extension office, but they are out there struggling. In Lincoln and Lyon Counties in Minnesota facilitators are at work. The University provides training resources and access to the information sources and also is conducting a research study on the effectiveness of this type of intervention in rural communities. It is called the Local Economic Facilitator Model, again based on work done in Australia. It's a fascinating thing to see how successful these people are--working out of their cars, paid for by their county. One of the goals of these facilitators is to coalesce the county or a group of communities into some kind of a viable cooperative regional effort, rather than individual counties or cities working independently and competing with one another. A board of advisors comprised of a representative of each city in the county hires the facilitator and provides on-going advice and counsel to them. There have been some very interesting early successes of new businesses fostered and existing businesses furthered by this particular philosophy of Rogerian based economic counselors.

Secondly, I want to mention what I believe is a new area for many of us, it comes from Canada--that of the technology broker to develop rural enterprises. In Southwest Minnesota one particular organization that has really capitalized on this is the Minnesota Corn Processors. The farmers formed a cooperative to process the corn. First of all into livestock feeds and then into starch and into corn syrup, and recently to ethanol fuels, biodegradable plastic products, road grade salt, and some new medical uses. They've been finding more users as the universities work with them, and they've been advancing their value-added technology. They got $2 a bushel for corn as feed, $3 when converted to starch, $4 when they made it into syrup, and ethanol $5, and if they put it into intravenous solution they got $25 a bushel return. They may be owning the companies that are producing the new products. They're giving the benefits back to the community, they're not taking them to Minneapolis and letting some of the corporations cream off all the profits. Farmers cooperative owns and grows the corn, they also own and grow the new businesses that are using that commodity, and are keeping the revenue in this area. They reserve first right of refusal to a new business that the technology center spins off. How the university comes into this is that this cooperative and the technology center that supports it has a contract with a firm in Canada, has a contract with the USDA Federal Lab, and a contract with the university. Every activity as it is building involves student interns, faculty and student researchers, job education for the workers involved.

A trade agreement with Canada and also potentially with China is underway. Manufacturing equipment that China is getting may no longer be needed here because it's fine for them to have something that here was modern fifty years ago--it's just right for them on the scale of what they're doing. So the farmers and some of the manufacturing companies are retooling for things that we dropped off fifty years ago, they're going to produce en masse because there are millions of people in China to take advantage of that technology. It's old technology here but will be new technology there so they've got the technology agreements, an international partnership, and they've got a trade agreement. The corn growers of Minnesota can be selling technology to the farmers in China; selling the expertise on how to form cooperatives, financing expertise, and equipment sales. At Southwest State University we received exchange agreements for faculty and students going back and forth to China in our agribusiness and science programs.

link and a very important part of the development of the rural areas. I've had the opportunity, as chair of this group, to be in at least nine states to look at what they do throughout their state in delivering services. Linking higher education, state economic development, and regional development with federal dollars, state dollars, university dollars and local dollars. One of the things that I have seen that's most imaginative was done at Southeast Missouri State University. As dollars became scarce, we went to the local bankers to help fund our small business development center. Those local bankers have a vested interest in the small business development centers because for many of them it's very difficult for that bank to make a determination of whether a small business is going to make it or whether or not they can make it. And oftentimes when businesses come to them for loans they need to be able to refer them to someone for technical assistance. In small communities where there has been a linkage between the local banking institutes and the small business centers, you not only have a source of funding, but you also have or develop a relationship where you can make sure that your small businesses thrive and survive.

The second one I would like to share with you is a unique combination of delivery of services that Southeast Missouri State University does in Malden at the Boot Hill Educational Center. It has a unique set of cooperators, because a community college is a consortium with a community college and with the University of Missouri extension. That center was not only built and developed by those three cooperating together, but almost all of the development of that center is done by community fundraising. This was not done by a large infusion of dollars from the state or a large infusion of dollars from those entities, but by the self reliance, pride and hope that you find in your smaller communities. This small community raised money to renovate a Pepsi Cola plant which had gone out of business and to build the classrooms and today they are raising money to finish a parking lot out in front. I give that to you as an example because when you get small communities involved in an education center that delivers and they see cooperation and you do it in full partnership with the community, you have fundraising possibilities which are oftentimes our biggest limiting factor in delivery of services.

The third and final case study I would like to share with you is development of the tourism industry. I used this from my previous experience in Murray, Kentucky at Murray State University and to share with you that a university in reaching out to its community can help the community develop tourism. Murray is a very rural town of only 14,000. It's off the major highways, but it happens to be located close to Kentucky Lake. One of the problems that the region has always had was people come to fish but what else do they do at Kentucky Lake? And as part of a collaborative effort between the university, all of the chambers and with the Lake Association, a number of things were started that improved tourism in the area. For example, we went to Boy Scouts of America and said, "We want your national museum to be located in Murray, Kentucky." And when the Boy Scouts of America saw that the university was involved, all the chambers were involved, the Boy Scout Council of the area was involved, and we had a site and an enticement for them, they located their national museum in Murray, Kentucky. Now the possibility of the Boy Scouts of America locating their national museum in a small town of 14,000 is probably a million to one. But the initiative of the university and the community leaders, and I guess I would say the audacity to go and say, "We want to have that national museum in our region," is what made it actually happen. Now it involved a group of citizens and the university raising $2.5 million in six months, but when you have a group of people in full partnership, you can raise those private dollars. So my point with you today was simply to share with you and urge cooperation among all types of universities to say that the partnerships that you often can work out with these communities is a win-win, not only for your area but for your university as well. And that oftentimes you don't have to have federal dollars, or you don't have to have state dollars, that oftentimes there is a possibility of private fundraising.

Connie Keck: It is my pleasure to be here this afternoon and I feel very privileged to be sharing the podium with these distinguished people. Dr. Donald Mash, president of Wayne State College, sends you greetings from Wayne State College in Nebraska, and he has asked me to present his views on the development of rural America in the age of the knowledge-driven economy. Several trends can be recognized which indicate that rural America can benefit from information-based and service sector job creation. The states and communities who are aware of the trends can position themselves to take advantage of the coming opportunities. Among the more significant of the trends are the movement of people from urban and suburban to rural areas. The decreasing importance of location due to communication technology, the growing number of jobs being created in the service sector, the growing dissatisfaction with our larger cities, and the mobility of modern business. In order to capitalize on the opportunities presented, leaders must recognize and understand the trends, create a long term vision of the desired future, raise the levels of higher education in the world work force, and continue to enhance the quality of life in their communities. Leadership and the development of a workable public policy initiative will be required to initiate and drive the process. The successful implementation of such a process will require collaboration among state government, education, business and local communities.

I would like to provide just a word or two about the trend of people from urban and suburban areas moving to rural areas and small towns. A report in Megatrends 2000 states that in the United States for the first time in 200 years more people are moving to rural areas than to urban areas. In the Northeast, West, Great Plains and Southwest, everywhere, people are moving from the city and suburbs to rural areas. They are abandoning cities for quality of life reasons. Some of these quality of life reasons are low crime rates, comparatively low housing costs, recreational opportunities, and perhaps most of all, a return to community values. At the same time Megatrends 2000 talks about the new electronic heartland. In describing it, it is said, "Linked by telephones, fax machines, Federal Express and computers, the new breed of information worker is reorganizing the landscape of America." Free to live almost anywhere, more and more individuals are deciding to live in small cities and towns in rural areas. A new electronic heartland is spreading throughout developed countries around the globe, especially in the United States. Quality of life in rural areas is as technologically linked to urban centers as are other cities. This megatrend of the next millennium is laying the groundwork for the decline of cities. There seems to be no disagreement about the fact that most jobs in the future will be created by the service sector. In fact, some think, by the year 2000, 80 percent of the jobs in this country will be in the service sector. These jobs require higher levels of education. Many of the companies doing service sector work will have a degree of mobility that will enable them to pick up and move quite rapidly, either to relocate existing business or to expand additional business. And many of these same companies will be able to do their work anywhere because of communications technology now available. Attract these companies and the jobs and people will follow. But this won't happen overnight. We must develop a vision of the future that stretches out longer than 10 to 15 years. The location of major business today should not suggest that it will always be in the same location. The mobile service sector businesses don't have the heavy capital investment that was present in the industrial age. Who would have thought that the steel industry could pick up and leave Pittsburgh in a matter of 10 to 15 years? The textile industry picked up and left New England for the southeastern part of the United States in less time than it took the steel industry to move. In the scheme of things, 10 to 15 years is not a long time. So when we begin to talk about rural America attracting major companies in significant job development in the age of the knowledge-driven economy, we need to think about 5, 10, or 15 years preparing to be attractive and receptive to such opportunities. It's human capital that will build the knowledge-driven economy in the same way that steel was such an important product in fueling the industrial economy.

What is the role of higher education in helping to move rural America toward this desired future? We must work to raise the levels of higher education in the rural workforce. We must assist with the enhancement of quality of life in our communities and in our service region. At the same time, we must provide leadership for the development of a workable public policy initiative to drive this process. And the process must include state government, schools, business and our local communities. The way a regional public college sees itself is critically important in determining how it defines its role and mission. We must begin to communicate in understandable terms the importance of our work to our governors and our legislators. When we speak of our rural mission we must clearly indicate the social and economic utility of our work. Education for education's sake is not enough in today's highly competitive public arena. Taxpayers as well as public officials must see a return on investment and they must see that our work relates directly to enhancing the public agenda. If they see the connection, we'll be better supported.

At Wayne State College we say that we are about two things: student development and regional development. We then list the premises which guide our work, and in so doing speak in terms which communicate social and economic utility. For example, the following premises guide our work in student development: 1) Students are human capital, our most precious resource for the future. 2) We must reach, educate, and graduate more of the potential students in our rural service region. Remaining affordable and accessible is the key. 3) Our emphasis on teaching and support services in a personalized setting increases our students' likelihood for success, and 4) By addressing the traditional purpose of higher education, we will be able to make a major impact on the essence of rural revitalization.

And on the matter of regional development, we state our premises as follows: Our challenge is to increase the availability to a well-educated labor pool, while helping our rural communities enhance the quality of life. We are a center, focal point, a catalyst to Northeast Nebraska, not only for education, but for the arts, cultural activity and community and economic development. Rural revitalization can be enhanced significantly by aggressively delivering the college's public service programs to the communities in our service region. We are a public agency carrying out a regional agenda for the benefit of statewide development. Public colleges serving rural regions are critical to the future development of their regions. And we have a leadership role to play in calling attention to the changes occurring and of possibilities that lie ahead. Higher education is now more important than ever before. The dynamics of the global economy clearly indicate that a state or a country's prime asset will be its human capital. We produce this and we can play a major role in developing the settings where it can be applied and Dr. Mash recommends reviewing the American Association of State Colleges and Universities' policy statement on "The Revitalization of Rural America." He says that it is well done and prescribes and describes the role of our public colleges and universities which can position us for leadership roles in our state.

Kala Stroup: I have spent all of my adult life in small rural communities, and have been a leader of two universities that served major rural areas--in Kansas, Kentucky, and in Missouri. I want to share a number of different perspectives with you today. This program today was really put together by AASCU, which is the American Association of State Colleges and Universities, and I had the opportunity last year to be a fellow with AASCU, and right down the block, or right next door was the Land Grant Colleges main office, and downstairs two floors was the Community Colleges' national office. Now one of the things that I noticed very definitely was that those people in Washington talked to each

other often. But sometimes when we practiced and when we came out to our rural areas and to our local areas you would never know that community colleges, land grant schools, and the state colleges and universities are in the same business.

We started with the concept, many of us, as technical schools and technical institutes and normal schools, which meant that we grew up out of the needs of our region. And many times we were the first early circuit riders in delivery of education. So we've had a long time experience, just as the land grant schools and the community colleges in reaching out to our communities.

What I want to talk to you about today and give you some case studies about, is what I call partnership--and not only partnership among different agencies and governments, but partnerships among types of institutions. I think those of us in education have some things we need to learn about working across types of universities. I would like to say that as a university most of us are what we call student-centered on campus and in our public service we are other-centered. And what that means is that we reach out to our communities in very important ways, in saying that those universities or those other people are stakeholders in our university's future. We know that definitely, and we're partners with them in the development of our regions, no matter how that is defined. We oftentimes are full partners with them in the development of the region.

Let me share with you some case studies and share with you some neat examples of partnership. The first one I would like to share with you is the one of which I'm national chair, the Small Business Development Center. Most of you know that it's a relative newcomer to higher education and in the whole area of small business development. Today we have 700 such centers. They operate out of community colleges, out of private universities, out of land grant institutions, and out of state colleges and universities. They deliver a wonderful service to small businesses all throughout the nation and they are a vital link and a very important part of the development of the rural areas. I've had the opportunity, as chair of this group, to be in at least nine states to look at what they do throughout their state in delivering services. Linking higher education, state economic development, and regional development with federal dollars, state dollars, university dollars and local dollars. One of the things that I have seen that's most imaginative was done at Southeast Missouri State University. As dollars became scarce, we went to the local bankers to help fund our small business development center. Those local bankers have a vested interest in the small business development centers because for many of them it's very difficult for that bank to make a determination of whether a small business is going to make it or whether or not they can make it. And oftentimes when businesses come to them for loans they need to be able to refer them to someone for technical assistance. In small communities where there has been a linkage between the local banking institutes and the small business centers, you not only have a source of funding, but you also have or develop a relationship where you can make sure that your small businesses thrive and survive.

The second one I would like to share with you is a unique combination of delivery of services that Southeast Missouri State University does in Malden at the Boot Hill Educational Center. It has a unique set of cooperators, because a community college is a consortium with a community college and with the University of Missouri extension. That center was not only built and developed by those three cooperating together, but almost all of the development of that center is done by community fundraising. This was not done by a large infusion of dollars from the state or a large infusion of dollars from those entities, but by the self reliance, pride and hope that you find in your smaller communities. This small community raised money to renovate a Pepsi Cola plant which had gone out of business and to build the

classrooms and today they are raising money to finish a parking lot out in front. I give that to you as an example because when you get small communities involved in an education center that delivers and they see cooperation and you do it in full partnership with the community, you have fundraising possibilities which are oftentimes our biggest limiting factor in delivery of services.

The third and final case study I would like to share with you is development of the tourism industry. I used this from my previous experience in Murray, Kentucky at Murray State University and to share with you that a university in reaching out to its community can help the community develop tourism. Murray is a very rural town of only 14,000. It's off the major highways, but it happens to be located close to Kentucky Lake. One of the problems that the region has always had was people come to fish but what else do they do at Kentucky Lake? And as part of a collaborative effort between the university, all of the chambers and with the Lake Association, a number of things were started that improved tourism in the area. For example, we went to Boy Scouts of America and said, "We want your national museum to be located in Murray, Kentucky." And when the Boy Scouts of America saw that the university was involved, all the chambers were involved, the Boy Scout Council of the area was involved, and we had a site and an enticement for them, they located their national museum in Murray, Kentucky. Now the possibility of the Boy Scouts of America locating their national museum in a small town of 14,000 is probably a million to one. But the initiative of the university and the community leaders, and I guess I would say the audacity to go and say, "We want to have that national museum in our region," is what made it actually happen. Now it involved a group of citizens and the university raising $2.5 million in six months, but when you have a group of people in full partnership, you can raise those private dollars. So my point with you today was simply to share with you and urge cooperation among all types of universities to say that the partnerships that you often can work out with these communities is a win-win, not only for your area but for your university as well. And that oftentimes you don't have to have federal dollars, or you don't have to have state dollars, that oftentimes there is a possibility of private fundraising.

Maintaining the Continuity of the Rural Community: Grassroots Information Needs

Charlie Griffin, Assistant Director
Farmers Assistance Counseling and Training Services
Kansas Cooperative Extension Service
9 Leasure Hall, KSU
Manhattan, KS 66506

Susan A. Jones, Physician
West Alabama Health Service
P. O. Box 711
Eutaw, Al 35462

Stephanie Brock, Board Member
Mt. Sunflower University for Higher Education
P. O. Box 113
Wallace, KS 67761

Charlie Griffin: The Farmers' Assistance, Counseling and Training Service (FACTS) is the toll-free hotline developed by the Kansas Board of Agriculture and Kansas Cooperative Extension Service in 1985 to provide counseling, information and referral to farm and agriculture-related businesses affected by changing economic conditions. The program has four primary goals:

1. To help farmers, ranchers and agri-business persons work through the complex situations threatening the existence of their operations...in essence to help them remain in business and self-supporting in their communities;
2. To help families cope with the stresses resulting from living in such situations through appropriate and timely counseling and referral;
3. To help individuals make a successful transition to other employment when it will help save the family operation or when a new means of livelihood is required;
4. To provide direct emergency intervention in cases involving suicide and violence;
5. To prevent capital flight and resource depletion in rural communities;
6. To provide conflict resolution assistance to reduce the impact of such transitions on rural communities.

Since 1985, FACTS has provided effective and low-cost technical assistance and emotional support to over 6,500 Kansas families. The office is staffed by two attorneys, a farm and financial management specialist, a family needs specialist, a crisis intervention and emotional support specialist, and an out-reach/education specialist.

On a very basic level, FACTS has responded to callers in a specific manner which has been critical to success. The staff has (1) helped clients clarify and define their problems in a "solvable" fashion...they have been helped to "ask the right questions," (2) referrals have been made to consultants who can assist in detailed application of technical information to their specific situations, and (3) FACTS staff has remained behind the scenes in very active support roles by callbacks, providing second opinions, helping

define the next steps, and speeding the developmental process as callers negotiate major life transitions. The staff has filled a major role as "case managers" in linking together various assistance providers into a cooperating network. The interdisciplinary functioning of the FACTS team has been a critical ingredient in program success.

Some specific grassroots informational needs have become apparent which will remain of concern throughout the nineties, given the impact of the 1990 Farm Bill, the continuing fragility of agricultural communities, the increasing concentration in the marketplace of capital and control, and the demographics (especially age) of rural communities.

The specific needs depend on which of two paradigms we follow. In one scenario, the "get bigger or get out" scenario which predicts a future of industrialization and urbanization of the agriculture economy with greater and greater reliance on high-tech solutions, we will see a continuing need for crisis intervention, retraining, mobilization and social intervention.

However, in a scenario which emphasizes the long-term stability of small rural populations, we might ask "How do we educate our children to return home and maintain long-term stable communities." Needs in this scenario are somewhat different and much more broad. We need access to consultants who have tools, skills and application models to share, not just experts who come out and tell us what our problems are. The education needs include people who help frame problems in a solvable language and remain to help with the details of application. We need tools for access to resources...translators who bridge between technical sources and laypersons -- expert users of information services. We need greater sharing of models, broader regional communication, and assistance with project initiation. We also need a better process to transfer skills and businesses across generations. With the age demographics in most agricultural communities, we face a major transfer of land and resources over the next decade at a time when the access to capital for entry level farmers and small business persons is greatly restricted.

The experience of the FACTS program is that information must be family and community based if education is to help build, rather than destroy, grassroots cultures. The interventions must maintain an emphasis on quality of life and the ethical, moral and local value aspects of development if grassroots needs are to be met.

Susan A. Jones: West Alabama Health Services (WAHS) is a nonprofit healthcare agency based in Eutaw, Alabama, and supported in part by federal funding. Since its establishment in 1973, WAHS has provided a multiplicity of health services to residents of five rural counties of West Alabama encompassing a population of about 71,000 people. Sixty-one percent of the service area's population is Black and an unusually high percentage is over 65 or under 18.

The region WAHS serves faces health problems and barriers generally associated with historically under served rural regions of the United States. Recruitment and retention of health care providers are very important components of assuring the availability and maintenance of quality health care to residents of rural America. WAHS has incorporated innovative rural health programs and initiatives to address some of the similar concerns faced by other regions of rural America.

One program underway at WAHS in collaboration with various universities and professional schools is the Rural Alabama Health Professional Training Consortium. The training consortium is a three year implementation project funded by DHHS. It is an inter-disciplinary program dedicated to the enhancement of the quality and availability of healthcare services and providers in rural Alabama. It is also

aimed at promoting a better understanding of rural health issues. So far the response from both students and the community has been very positive.

Stephanie Brock: Mt. Sunflower University for Higher Education, Inc. is a community-based adult learning network in Wallace County, Kansas. Its beginnings in August of 1980 started with State seed money from the Community Resource Act.

County operated, Mt. Sunflower University classes are administered under the philosophies of neighbors-teaching-neighbors and the importance of life-long learning so prevalent at the beginning of the century. With Mt. Sunflower University, the term "neighbor" takes on a new meaning and stretches to all ends of the county. For example, residents have taught and attended classes in the fields of agriculture, beauty/hygiene, children, computers, cooking/foods, crafts, energy, family/health, finance, gardening, heirloom preservation, history, information gathering, music, recreation/exercise, and sewing.

Special offerings of the learning network have been the National Issues Forums; family plays; the beginnings of the Farmers Market; SPARK (Special Population Activities for Rural Kansans); newspaper reading for the visually impaired; promoting county crafts and foods; the organization of a preschool, a private business, and a second-hand clothing shop. The program is run by volunteers and receives oversight from a rotating advisory board and Board of Directors. Classes meet in private homes and open fields, and include field-tours extending across Kansas.

"Mt. Sunflower University is whatever the residents of Wallace County want to do, learn and become." By having their own adult learning network for the last decade, residents are more aware of the importance of the communication process, the involved web of networking with community leaders, the necessity to remain open to outside ideas and assistance, and the value of leisure time.

Through the learning network, some community boundaries have been crossed and new friendships formed. For example, one senior resident of the county made reminder calls before class meetings. Afterwards she commented that she spoke to more people than she ever had before. Many of these conversations went beyond class reminders to a real exchange of information. Other volunteers who made the reminder calls also commented on this added bonus.

Community development is as important as economic development in a community's well-being. Economic development is not based just on money brought in, but also on attitudes, values, and quality of life. Mt. Sunflower University has provided a forum for the skills and values of older residents to be transmitted to younger generations. It has empowered people to change what they can change and understand what they cannot change.

Rural Schools: Contributing to the Rural Solution

Paul Nachtigal, Director, Rural Institute
Toni Haas, Assistant Director, Rural Institute
Mid-Continent Regional Educational Laboratory
2550 S. Parker Rd., Suite 500
Aurora, CO 80014-1678

Dena Stoner, Executive Director
Council for Educational Development and Research
1201 16th St., NW
Washington, DC 20036

Note: Panel Sponsored by the Mid-Continent Regional Educational Laboratory

Rural schools play an important role in the life of rural communities. Often the largest single enterprise, its existence in that community represents an important impact on the community's economy. The school serves as the community center, a source of entertainment, and to a large degree, the focus of the community's identity. If the school closes and is consolidated with neighboring schools, a severe blow is dealt to the community's continuing viability. However, even if the school remains, it traditionally has not been viewed as a central player in community development. In fact, because public schools have adopted an urban/industrial model of education, they have been more effective at preparing students to leave, rather than to remain in rural communities. From an economic development stand point, the schools represent one of the largest economic drains on the local rural economy.

There is now a growing recognition that this need not be the case. Changing societal conditions are dictating school redesign. For rural America, this means designing schools so that they contribute to rural community development. This changing perspective is now beginning to emerge in public policy at the federal, state, and local level. The process of schooling is being reconceptualized so that the educational experiences of students are becoming more powerful and at the same time contributing to the welfare of that community. The concepts, strategies and examples of changes in public policy which allow rural schools to contribute to the rural solution were presented by:

1. Providing a conceptual framework for rethinking the future of rural communities.

2. Presenting a strategy for involving the school in community development that improves and expands the educational opportunities for rural youth while contributing to that community's future viability.

3. Sharing emerging legislative initiatives at the federal and state level that provided possible resources for the support of community based efforts.

Rural Women: Education and Empowerment

Linda Thurston, Director
Survival Skills for Women
Kansas State University
363 Bluemont Hall
Manhattan, KS 66506

Cynthia Greene, Education Coordinator
Mountain Women's Exchange
P. O. Box 204
Jellico, TN 37762

Linda Thurston: Women in rural America are poor, face greater unemployment or underemployment, greater depression, and more unpaid work than their city sisters and their male rural peers. Because of traditional role stereotypes in rural areas and because of gender role socialization of males and females in society, rural women often reach adulthood with a set of skills which, while essential to survival in their world, may not be the ones needed to become economically independent.

Educational programs which serve rural women are an essential aspect of promoting and assuring economic and personal independence of rural poor women and their families. One such program is Survival Skills for Women, a program developed for low-income single mothers which is being implemented with AFDC mothers in Kansas, Tennessee, Missouri, Georgia and Texas. This program has been very successful in teaching women, in a group setting, basic functional skills which allow them to become more independent and to accomplish short-term and long-term goals.

The program consists of a series of 10 skill-oriented workshops which utilize current educational methodologies to motivate and teach specific behaviors and to encourage supportiveness among the participants of the group. Each group of 8 to 15 women may be sponsored by social service agencies, churches, educational agencies, or volunteer organizations. In several rural states, "Survival Skills for Women," is a part of the JOBS, or welfare reform program. A trained Survival Skills Facilitator leads the groups using scripted materials and each participant uses a workbook. The workshop materials and format have been intensively field tested over several years and have been replicated with women in rural areas in several states.

The success of the program, measured in terms of self-esteem, knowledge increase, skill acquisition, and changes in life-style and economic variables, is primarily due to five key factors: a) demonstrating respect to participants, b) promoting independence, c) focusing on skills rather than attitudes or general knowledge, d) programming success into the curriculum, and e) expecting expertise, that is, realizing the women in the groups possess many important and viable skills.

Cynthia Greene: Mountain Womens' Exchange was originally established in Appalachia in 1978 as "friendship centers" where women could obtain emergency food and clothing, receive GED preparation, and register to vote. Eleven centers within a fifty-mile radius eventually got together and organized a network to coordinate efforts and resources, and, in 1985, restructured the network to include community development and education programs.

One of these programs was an alternative college degree program through the Rural Community Educational Cooperative (RCEC) in partnership with Carson-Newman College. Locally controlled, these programs offer alternative college level courses in an informal manner. The guiding principle of the program is to offer college level coursework that incorporates information and technology that is locally relevant and appropriate to its audience of primarily unemployed, rural women.

In one county, for example, the unemployment rate is virtually 100%. There are no industries, no manufacturers and no production operations. There are, however, a large number of social service and non-profit agencies serving the area. Rather than offer traditional economics, managerial accounting, or urban sociology, RCEC offers economics courses based on the economy of Appalachia-nonprofit organization accounting systems, and problems in rural sociology.

Group Discussion:
The open exchange which followed this panel discussion offered a wealth of ideas and encouragement as reports of women learning to empower themselves, their families and their communities emerged, literally, from coast to coast. Women of the Yakima nation formed a Native American Adult Children of Alcoholics program to deal with issues of multi-generational trauma and grief. Intermountain West developed a project to introduce women to home-based businesses, entrepreneurial skills and self-employment.

Overall, such empowerment programs seem to be based on four primary practices:
1) A Search for alternatives and non-traditional options.
2) Provision of functional skills training.
3) Building on existing competencies, skills and knowledge.
4) Respect for the client's goals and decisions.

Rural Workforce Productivity and the Cooperative Extension System: A Challenge for the 1990s

Marvin Konyha, National Program Leader
Cooperative Extension Service
U.S. Department of Agriculture, Room 3871 South Building
Washington, DC 20250-0900

Bo Beaulieu, Rural Development Specialist
Florida Cooperative Extension Service
123 Rolfs Hall
Gainseville, FL 32611

Tom Henderson, CRD Program Director
Missouri Cooperative Extension Service
821 Clark Hall
Columbia, MO 65211

Note: Panel Sponsored by the USDA Cooperative Extension Service

The low rate of increase in rural workforce productivity may prove to be a major constraint on efforts to revitalize rural America. This issue is highly relevant to the mission and programs of the Cooperative Extension Service. A presentation by national and state leaders focused on a strategic action plan for workforce productivity and the identification of local, state and national policy and program adjustment needs.

Telecommunications: A Necessity for Rural America

Richard Jonsen, Executive Director
Western Interstate Commission for Higher Education
P. O. Drawer P
Boulder, CO 80301-9752

Katheryn Kilroy, Technical Services Administrator
Arizona Department of Education
1535 W. Jefferson
Phoenix, AX 85007

Glenn Wilde, Interim Director
Merrill Library Resource Program
Utah State University
Merrill Library, Room 104
Logan, UT 84322-3000

Note: Panel Sponsored by the Western Interstate Commission for Higher Education

Richard Jonsen: Telecommunications are revolutionizing access to educational opportunities and services for people in rural areas, both school children and adults. Telecommunications-based projects have made language instruction available to rural school children and continuing business education available to rural adults. These approaches suggest solutions for improved communications among administrators in rural school districts and for professional development opportunities for rural teachers. In spite of these developments, educational use of telecommunications faces barriers resulting from policies and regulations designed for a classroom-based and site-based educational delivery system.

Katheryn Kilroy and Glenn Wilde told us about instructional programs that are being used to deliver services to either K-12 or postsecondary adult audiences.

Katheryn Kilroy: In Arizona, we often are given mandates either from the legislature or the State Board of Education without monies to support those mandates. The most recent was a foreign language mandate. Two years ago the state board said that foreign language would be taught in the elementary schools and it would be introduced over a period of time so that a school did not have to have a full-blown program within the first year or two. Schools were allowed to introduce this foreign language program at any level they wished and continuously build on it until they had all eight years covered. The board did not mandate what foreign language would be taught. And, of course, those of you who know anything about Arizona know that we have approximately 26 tribes, all speaking native languages. So those are some of the issues that schools were presented with. Of course, superintendents said, "Well, how am I going to do this? To hire a foreign language teacher is going to cost me a considerable amount of money. In the second place, elementary teachers who can teach language are scarce in Arizona." Well, since we have had a cooperative effort going in our state since about 1985, the universities are very sensitive to the K-12 requirements. One of the universities, Northern Arizona University, took that mandate as a challenge. Northern Arizona University is piloting a program this fall to the K-12 schools in Arizona, a satellite-delivered Spanish foreign language course beginning with grades 1 and 2. Northern Arizona is offering this course this first year as a pilot program to the K-12 environment for $300 for

the entire year--all nine months. The schools must have the technology, however, to receive the programming. The programming will be delivered via satellite on C band, and it will be available to anyone nationally for $500. Of course, you also have to have monitors, VCRs, and an audio hook-up so that there is the two-way interaction. It will be one-way video, two-way audio.
I also want to describe a postsecondary program that actually is the result of our cooperation with the WICHE cooperative. In the western states there is a great need for graduate level work in library science. The University of Arizona has taken up that challenge, along with the support from a group of other states in the WICHE cooperative. The University of Arizona is going to take that challenge on and will be delivering those types of activities at the graduate level for the library science program, through satellite telecourses, and with the help of the WICHE Telecommunications Cooperative.

Glenn Wilde: Let me give you a little background. Our work with distance learning technology at ICLIS began in 1984. We installed an audiographic system using the AT&T electronic blackboard and two-way DAROME speakers going to about eight sites to deliver a broad base of programs on an experimental basis. What happened was that we were not really prepared. It's easier to prepare and say we are going to deliver a course over telecommunications than it is to actually perform and deliver. The area we had a problem in was the support infrastructure. We didn't know what we were doing. We didn't know how to do it--to deliver resources, library resources, textbooks. We didn't know anything about copyright. Had it not been for a small grant from the National Endowment for the Humanities to develop nine courses, that system may have gone under totally. But from that initial experience we began dealing with the real issue: the development of the infrastructure. And the infrastructure means continuing education, promotion, marketing, needs assessment and analysis; it means the development of facilities on campus to support the faculty member. It meant the development of some initiatives within the Utah State University library and learning resources program for delivering the information services. It meant tying in with cooperative extension services so that their offices and local libraries could be utilized in the delivery of services. These are all aspects of the support infrastructure of distance education that we have begun to develop. From 1984 to the present we have been developing a series of initiatives. One of which is to continue the use of the audiographic systems, and some experimental use with OPTEL systems. Along with this is the state initiative called the EDNET. EDNET is a microwave system that permits two-way interactive television to a number of sites throughout Utah. It's used and managed primarily by the state system of higher education. But it also serves the public schools in the daytime, and we use it in the evening along with the other nine institutions of higher education. And just recently we added studio facilities for instructors to be used with EDNET and a satellite uplink for the AG*SAT, which will also be used for general educational purposes.

So we have added a number of technologies and systems, but the most important element is getting the programming out. And what we have out there now is seven or eight degree programs at the undergraduate and graduate levels. One of the degree programs is a liberal arts program funded by the National Endowment for the Humanities that articulates integrated curriculum and support services to provide opportunities for the rural non-traditional student to get a bachelor's degree. We also have programs in psychology, elementary education, and in business being delivered both by the audiographic system and, in some respects, integrated with the microwave. We have two or three graduate programs: a human resources program at the master's level and an administrative supervisory endorsement certificate for public school administrators. Our next step is this fall when we set up our first national AG*SAT course. It will be in the area of animal husbandry and genetics. The system is growing, and I think we have some experiences we can share with you.

The Liberal Arts College: Model Approaches to Serving Their Rural Communities

Richard Dudley, Chair, Education Department
Doane College
Crete, NE 68333

**Henry Barton, Acting Director*
Mercer Economic Resource Center
Thiel College
College Avenue
Greenville, PA 16125

Note: Panel Sponsored by the Council of Independent Colleges

Small liberal arts colleges are deeply invested in the renewal and sustainable future of their communities. Leading outreach and partnership programs in teacher education, community development and environmental studies have been launched. This presentation included an exploration of model programs.

Richard Dudley: This presentation addressed how one small, private liberal arts college assists rural elementary and secondary school teachers in meeting three very specific needs: 1) developing a support system for the beginning year of teaching; 2) engaging in quality in-service activities; 3) accessing quality, graduate education.

Beginning Teacher Support Systems: While administrators in rural settings generally have concern for helping beginning teachers enjoy a positive experience in their first year of teaching, these administrators find their time and resources so strapped that they are generally unable to meet all of the needs of the beginning teachers. Doane College has begun a First-Year Teacher Assistance program which does all of the following: a) Work with the administration to have a "mentor teacher" from the teaching faculty appointed to provide special assistance to the beginning teacher. b) Conduct workshops for the "mentor teachers" to assist them in developing specific skills for mentoring a beginning teacher. (The workshops are provided free and the mentor is given a stipend.) c) Visitation of the beginning teacher by a member of the Teacher Education Faculty at least once during the fall semester. d) Regular phone calls to the building administrator to discuss any concerns he/she may have with the performance of the beginning teacher. e) Free in-service to the beginning teacher in any areas of concern which may develop during the beginning year of teaching.

Providing Quality In-Service Training to Rural Schools: Most rural schools do not have easy access to human and other resources which could enhance their in-service program. They also lack the monetary resources to bring these resources in from a great distance away. Doane has developed a partner relationship with several schools in the rural region near the College. Through this partner relationship Doane provides the in-service experiences the school desires and the elementary and secondary teachers provide the necessary field experiences for the Doane teachers in training.

Accessing Quality, Graduate Education: Teachers in rural settings generally have to commute many miles to find a quality, graduate education opportunity. Doane is providing site-based, graduate education for several partner schools. The Doane Teacher Education Faculty meets with the teachers in the partner school and develops a graduate program specifically to meet the needs of the teachers and administrators in that school. The courses are offered at the school site. All computer equipment required to access the graduate library at Doane and other college/university settings is provided by Doane and placed in the school library of the partner school. This special program enables these rural K-12 schools to have exceptional graduate faculty; excellent research and library resources; and a quality, relevant graduate experience present in their home community for the time required to meet the graduate degree/course needs of the teachers.

*Written remarks were not received from this panelist.

The Scott Paper L.E.A.P.P. Project: A Joint Ventures Solution for Rural Communities

Jo Winger de Rondon, Executive Director
Council for Adult and Experiential Learning
Western Joint Ventures Center
5660 Greenwood Plaza Building, #10
Englewood, CO 80111

Richard Fluri, Director
Human Resources Development
Scott Paper Company
Philadelphia, PA 19102

Note: Panel Sponsored by the Council for Adult and Experiential Learning

Scott Paper Company has created an Empowerment Model to facilitate human resource excellence in the company. This model has three components: employee wellness, creation of wealth and security, and employee growth and development. Scott contracted with the Council for Adult and Experiential Learning (CAEL) in 1987 to develop a new approach to education for nearly nine hundred employees in the Northeast (Maine) and Southeast (Alabama and Mississippi) Timberlands. CAEL has administered the program since its inception.

LEAPP's stated goal is to empower employees to reach their full potential as contributing members of the company and society and includes the following components: initial outreach; Returning to Learning workshop; assessment of skills, aptitudes, and interests; one-on-one career and educational counseling; development of a career/education plan; linkages with training/education provider(s); prepaid tuition; evaluation of learning for college credit, as appropriate; development of tailored educational offerings, as appropriate; employee follow-up.

In the Northeast Timberlands, from February 1988 through December 1990, 86% of the workforce has responded to the initial outreach, with 83% attending workshops. Over 50% of the workforce had participated in the program through school enrollment. During 1990, 62 participants (27% of the workforce) took 117 courses; LEAPP utilized 24 education providers, including public and private colleges, vocational schools, tutors, trade associations, and correspondence schools. Participants took coursework ranging from basic literacy and English as a second language, to quantitative analysis, and included many technical courses, such as welding and introductory computers. Twenty CAEL-trained educational counselors worked with these employees.

In the Southeast Timberlands, from November 1987 through December 1990, 80% of the workforce responded to the initial outreach, and 79% attended workshops. Sixty-four percent of the workforce received counseling and over 55% enrolled in at least one course. Sixty classes were specifically developed for and offered at Scott locations. The subject matter included basic education/literacy, computer

literacy, GED preparation, and Commercial Drivers License preparation. During 1990, 198 participants, or 38% of the workforce, took 322 courses. LEAPP utilized 41 educational providers, including four year institutions, two year institutions, vocational complexes, individual instructors, and the like to offer educational opportunities to this rural workforce. The coursework undertaken ranged from basic literacy to cultural anthropology and calculus, and it included Japanese, small engine repair, computer literacy, and basic electronics, among others. Five CAEL-trained counselors work with these employees, usually meeting the employees at the worksite.

The U.S. Office of Rural Health Policy, the National Rural Health Association and Rural Health Centers: Partners in Seeking Solutions to Rural Health Problems

Cathy Wasem, Policy Analyst
U.S. Office of Rural Health Policy
5600 Fishers Lane/Room 14-22
Rockville, MD 20857

Jack Geller, Director
North Dakota Rural Health Research Service
University of North Dakota
501 Columbia Road
Grand Forks, ND 58203

Note: Panel Sponsored by the Office of Rural Health Policy, U. S. Department of Health and Human Services

The cross-sectoral issues of health, education and rural development were addressed in this panel. This included innovative models for educating rural health professionals, telecommunication initiatives in the health service field, and alternative models of, and funding for, rural health facilities.

Why Should and How Can Universities Become Involved in Rural Communities

Chris McKinnon, Policy Analyst
Western Governors' Association
600 17th St., Suite 1705
Denver, CO 80202-5542

Lee Insko, Dean of Regional Programs
Eastern Oregon State College
1410 L Avenue
La Grande, OR 97850

Note: Panel Sponsored by the Western Governors' Association

The rural West is experiencing a combination of economic and social forces that are creating unparalleled change in small rural communities. The twin forces of new technologies and changing markets are causing jobs to be lost in traditional rural industries. While some communities have rebuilt their economies with new industries (retirement, light manufacturing, tourism) or home-grown new businesses, most have not. Main street businesses are closing.

Almost every western state has established programs to assist rural communities and citizens. These include assistance with capital for new businesses, technical support, infrastructure, marketing, exporting, and others, but the needs exceed state resources. To make matters even worse, the communities with the greatest needs for assistance are usually located within states with the least capacity to respond.

Higher education institutions of all types (land grant, community college, regional, research) have the potential for having a positive impact on stabilizing and revitalizing rural communities. All of the traditional functions of higher education--instruction, research, and public service--are needed. However, with the exception of land grant universities, some community colleges, and a small number of other notable programs, higher education has not been deeply involved in providing assistance to rural communities. This is unlikely to change unless governors, state legislators, and university and college administrators recognize the need, find incentives, and address the obstacles that impede a closer connection.

The potential of higher education to be an important resource is largely unrecognized and unfulfilled. State plans for higher education usually don't include rural public service. Mission statements of most higher education institutions don't speak to assisting rural communities. Tenure, salary, promotion and the availability of student assistants and access to equipment may depend on accomplishing what higher education tends to reward; instruction, publication in refereed journals and basic research. Unfortunately, the higher education functions most needed in rural areas lean more toward applied research and public service which are not generally as well rewarded.

In addition to structural dis-incentives, the cultures of government and higher education are very different. The differences include time horizons (government timeframe is usually very short while academic is long), modes of thought (government is deductive and particular while academic is inductive and generic), and forms of expression (simple and absolute versus abstruse and qualified).

Politics both within institutions as well as between institutions and government can hinder positive involvement of higher education in rural issues. Finally, success stories when they do occur, are not widely shared. Expanding the institutional involvement in rural affairs would not only help communities, it would also help administrators and faculty remain attuned to non-academic perspectives, give students greater real-world experience in their field, build a broad-based constituency and support base for the institution, and give the public clear videnc eof retrun-on-investment for taxes supporting higher education.

PRESENTERS INDEX

Presenter **Page Number**

Ola Allen, Project Director,
The University of Mississippi Medical Center, Jackson, MS 32

Suzanne Andrews, Program Director,
Bowling Green State University, Bowling Green, OH 33

Barbara Audley, Director,
Division of Lifelong Learning & Outreach, South Dakota State University,
Brookings, SD 34

Henry Barton, Professor Environmental Science, Acting Director,
Mercer Economic Resource Center, Thiel College, Greenville, PA 111

Bo Beaulieu, Rural Development Specialist,
Cooperative Extension Service, University of Florida, Gainesville, FL 108

Weldon Beckner, Director,
Small Schools Center, Texas Tech University, Lubbock, TX 35

John Bloch, Coordinator/LINC - Assistant Professor,
School of Human Services, Springfield College, VT 36

G. Baker Bokorney, School of Restaurant and Hotel Administration,
Oklahoma State University, Stillwater, OK 37

Nancy Breeding, Literacy Coordinator,
Virginia Cooperative Extension, Blacksburg, VA 38

Audrey Bricker, Program Director,
Bowling Green State University, Bowling Green, OH 33

Stephanie Brock, Board Member,
Mount Sunflower University, Wallace, KS 102

Benjamin Buckley, Concurrent Admissions Program Liaison,
Servicemembers Opportunity Colleges, Washington, DC 39

Patrick Conroy, Executive Director,
West Central Minnesota Initiative Fund, Fergus Falls, MN 92

Presenter **Page Number**

Linda Craig, Graduate Student,
Eastern New Mexico University, Portales, NM 51

Dean Cramer, Director, Iowa Central Telecommunication Network,
Iowa Central Community College, Fort Dodge, IA 40

Michael Cunningham, Teacher,
Mineola Middle School, Mineola, TX 41

Patricia Cutright, Librarian, Walter M. Pierce Library,
Eastern Oregon State College, La Grande, OR 42

David Darling, State Extension Specialist,
Kansas Cooperative Extension Service, Manhattan, KS 43

Tamar Datan, Special Assistant to the Executive Staff,
The Pew Charitable Trusts, Philadelphia, PA 44, 92

Raymond Day, Alpha Consultants, Toronto, Ontario, Canada 44

Sue Day-Perroots, Project Breakthrough,
West Virginia University, Morgantown,WV 45

Dean Dennhardt, Associate,
Heartland Center for Leadership Development, Lincoln, NE 46

David Dodson, Executive Vice President,
M.D.C., Inc., Chapel Hill, NC 92

Richard Dudley, Chair,
Education Department, Doane College, Crete, NE 111

Lee Elliott, Human Resources Director,
St. Francis Medical Center, Grand Island, NE 88

Mary Emery, Institute for Community Development,
Lewis-Clark State College, Lewiston, ID 47

Jan Zielke Flack, Program Coordinator,
Academic Credit, Division of Continuing Education,
North Dakota Cooperative Extension Service, Fargo, ND 48

Cornelia Butler Flora, Head, Department of Sociology,
Virginia Polytechnic Institute and State University, Blacksburg, VA 77

Presenter **Page Number**

Jan Flora, Professor, Rural Sociology,
Virginia Polytechnic Institute and State University, Blacksburg, VA 77

Richard Fluri, Director, Human Resources Development,
Scott Paper Company, Philadelphia, PA 113

Joe Forrester, Dean, Timberline Campus,
Colorado Mountain College, Leadville, CO 49

Ronald Fundis, Research Associate, The Docking Institute of Public Affairs,
Fort Hays State University, Hays, KS 50

Douglas Gatchell, Personnel & Staff Development Specialist,
Georgia Cooperative Extension Service, Athens, GA 50

Jack Geller, Director, North Dakota Rural Health Research Service,
University of North Dakota, Grand Forks, ND 115

Robert Giegle, Associate Professor of Special Education,
Eastern New Mexico University, Portales, NM 51

Thomas Gonzalez, Director of Continuing Education,
Saint Louis University, Litchfield, IL 52

Lawrence Gould, Jr., Director, The Docking Institute of Public Affairs,
Fort Hays State University, Hays, KS 53

Cynthia Greene, Education Coordinator,
Mountain Women's Exchange, Jellico, TN 106

Charlie Griffin, Assistant Director, Farmers Assistance Counseling Training
Services, Kansas Cooperative Extension Service, Manhattan, KS 102

Toni Haas, Assistant Director, Rural Institute,
Mid-Continent Regional Educational Laboratory, Aurora, CO 105

Dorothy Hajdu, Director,
Pennsylvania Teleteaching Project, Shippenville, PA 54

Martha Senter Hall, Regional Adult Education Specialist,
Longwood College Continuing Studies, Farmville, VA 55

Barbara Hatton, Deputy Director of the Education and Culture Program,
The Ford Foundation, New York, NY 14

Presenter **Page Number**

Barbara Havlicek, Assistant Director,
Center for Rural Education and Small Schools,
Kansas State University, Manhattan, KS 91

Tom Henderson, CRD Program Director, Cooperative Extension Service,
University of Missouri, Columbia, MO 108

Paul Higbee, Director of Community Relations,
Black Hills Special Services Cooperative, Sturgis, SD 91

Daryl Hobbs, Director, Office of Social and Economic Data Analysis,
Missouri Cooperative Extension Service, Columbia, MO 91

Stuart Huntington, Planning and Development Specialist,
Iowa Cooperative Extension Service, Ames, IA 56

Lee Insko, Dean of Regional Programs,
Eastern Oregon State College, La Grande, OR 57,116

Lynda Johnson, Food & Nutrition Specialist,
Missouri Cooperative Extension Service, Columbia, MO 60

Susan Jones, Physician, West Alabama Health Service, Eutaw, AL 102

Richard Jonsen, Executive Director,
Western Interstate Commission for Higher Education, Boulder, CO 109

Connie Keck, Director, Bureau for Community and Economic Development,
Wayne State College, Wayne, NE 95

Larry Keller, Institutional Advancement Director,
Central Community College, Grand Island, NE 88

Katheryn Kilroy, Technical Services Administrator,
Arizona Department of Education, Phoenix, AZ 109

Dona Knapp, Director of Medical Technology,
University of South Dakota, Vermillion, SD 58

Marvin Konyha, National Program Leader,
Cooperative Extension Service, Washington, DC 108

Mary Simon Leuci, Rural Health Project Manager,
Missouri Rural Innovation Institute, University of Missouri, Columbia, MO 59, 60

Presenter **Page Number**

David Martin, Director, Concordia Leadership Center,
Concordia College, Moorhead, MN 61

Patsy Martin, Superintendent, Yakima Tribal School, Yakima, WA 89

Roger McCannon, Dean of Continuing Education,
University of Minnesota, Morris, MN 59

Richard McDowell, President,
University of Pittsburgh at Bradford, Bradford, PA 95

Rory McGreal, Secondary School Liaison Supervisor,
Contact North/Contact Nord, Sudbury, Ontario 62

Chris McKinnon, Policy Analyst,
Western Governors' Association, Denver, CO 116

Donald Meehan, Washington Cooperative Extension Service,
Coupeville, WA 63

James Meek, Community Resource Development Specialist,
Iowa Cooperative Extension Service, Ames, IA 56

Pam Bell Morris, Leadership Development Specialist,
Southwest Educational Development Laboratory, Austin, TX 64

Paul Nachtigal, Director Rural Institute,
Mid-Continent Regional Educational Laboratory, Aurora, CO 65,105

Joe Nathan, Center for School Change, Humphrey Institute,
University of Minnesota, Minneapolis, MN 35, 65

Donald Naylor, Field Representative/Community Development Specialist,
University of Illinois, Urbana, IL 66

Edwin Nelson, President Emeritus, Chadron, NE 67

Joe Newlin, Executive Director,
National Rural Education Association, Ft. Collins, CO 91

Bertha Ortega, Dean of Students,
Heritage College, Toppenish, WA 89

Genna Ott, Assistant Director,
Kansas Center for Community Economic Development, Lawrence, KS 81

Presenter **Page Number**

Allen Prosch, Director, Land Link, Center for Rural Affairs, Walthill, NE 68

Douglas Raber, Assistant Professor,
University of Missouri, Columbia, MO 70

Gene Roth, Acting Director, Rural Education Program,
North Central Regional Educational Laboratory, Oak Brook, IL 71

Charles St. Clair, Community Development Specialist,
Missouri Cooperative Extension Service, Columbia, MO 72

Laura Schinnow, Adult Basic Education Coordinator,
Iowa Valley Continuing Education, Marshalltown, IA 73

Fred Schmidt, Director, Center for Rural Studies,
University 20

Deborah Schreckengost, Manager,
Pennsylvania Teleteaching Project, Shippenville, PA .....

Carol Schultz, Research Associate, Center for the Study of Aging,
University of Missouri, Columbia, MO 74

Jacalyn Searl, Early Childhood Outreach Training Coordinator,
University of South Dakota School of Medicine, Vermillion, SD 75

Mark Settle, Community Development Specialist,
Iowa Cooperative Extension Service, Cedar Rapids, IA 76

Linda Shadiow, Associate Professor, Center for Excellence in Education,
Northern Arizona University, Flagstaff, AZ 89

LeRoy Shingoitewa, Principal,
Hoteville Bacavi Community School, Hoteville, AZ 89

Gloria Smith, Special Projects Director,
Nebraska Department of Labor, Lincoln, NE 88

Robert Sorrels, Director, Extended Programs,
Lewis-Clark State College, Lewiston, ID .....

Jacqueline Spears, Co-Director,
Rural Clearinghouse for Lifelong Education and Development,
Manhattan, KS 44,77

Presenter **Page Number**

Aleta Spicer, Executive Director,
United Way of Southwest Virginia, Lebanon, VA 38

Joyce Stern, Senior Program Analyst, U.S. Department of Education,
Office of Educational Research and Improvement, Washington, DC 78

Barbara Stevenin, Work & Family Institute, Kansas City, MO 79

Dena Stoner, Executive Director,
Council for Educational Development and Research, Washington, DC 105

Kala Stroup, President, Southeast Missouri State University,
Cape Giradeau, MO 95

N.R. Sumathi, Wisconsin Cooperative Extension Service, Superior, WI 80

Elizabeth Tatarko, Assistant Director,
Kansas Center for Community Economic Development, Manhattan, KS 81

Ann McKay Thompson, President,
Capital University Center, Inc., Pierre, SD 34

Linda Thurston, Director, Survival Skills for Women,
Kansas State University, Manhattan, KS 106

Douglas Treadway, Chancellor,
North Dakota State University System, Bismarck, ND 95

Deanna Tribe, District Specialist - Home Economics,
Ohio Cooperative Extension Service, Jackson, OH 82

Janet Tuckwiller, Leadership Development Specialist,
Institute for Leadership Development,
Virginia Polytechnic Institute and State University, Blacksburg, VA 83

Janet Valente, Assistant Director, Energy Education Program,
University of Georgia, Athens, GA 84

Cathy Wasem, Policy Analyst,
U.S. Office of Rural Health Policy, Rockville, MD 115

Patrick Weasel Head, Assistant Director AIRO Program,
Montana State University, Bozeman, MT 85

Presenter **Page Number**

Jon Wefald, President, Kansas State University, Manhattan, KS 24

Glenn Wilde, Interim Director of the Merrill Library and Learning Resource Program, Intermountain Community Learning and Information Services, Utah State University, Logan, UT 86, 109

Mary Jo Williams, Leadership Development Associate, Missouri Cooperative Extension Service, Columbia, MO 72

Jo Winger de Rondon, Executive Director, Council for Adult and Experiential Learning, Western Joint Ventures Center, Englewood, CO 113

Earl Wright, Farm Finance Specialist, Farmers Assistance Counseling Training Services, Kansas Board of Agriculture, Manhattan, KS 68

SELECTED RURAL CLEARINGHOUSE PUBLICATIONS

During the past ten years, staff affiliated with the Rural Clearinghouse have researched and produced more than 20 publications. These publications are continually disseminated to rural audiences throughout the United States and abroad. In celebration of our 10th Anniversary we would like to offer you the opportunity to purchase copies of some of these publications at discount rates. An order form can be found on the back page.

1. Inventory of Model Programs in Rural Adult Postsecondary Education (1984) $3.00.
Fifty-four programs are described. Program goals and objectives, a brief description of how it operates and who it serves, innovative aspects, funding sources, available resources and contact people are all included in this publication.

2. A Demographic Portrait of Rural Adult Learners (1985) $3.00.
A portrait of the needs, characteristics, motivations, and participation patterns of rural adult learners is presented.

3. Private Funding Resources for Rural Adult Postsecondary Education (1985) $3.00.
Profiles of 91 private foundations involved in rural adult postsecondary education provide educators quick access to possible funding sources.

4. Barriers to Rural Adult Education (1986) $3.00/Set.
A. Northwest Action Agenda Project
Data collected from interviews with educational providers and rural adult learners in 7 states builds a picture of the educational needs of rural adults and barriers to their participation in educational programs.
B. Appalachian Regional Steering Committee on Rural Postsecondary Education
A steering committee representative of 6 states and a wide range of adult education providers examined the barriers to rural adult participation in education, and developed strategies for responding to those barriers. Both the barriers and strategies are described in this text.

5. Education's Response to the Rural Crisis: Model Programs in the Midwest (1987) $3.00.
Descriptions of 80 model programs developed by cooperative extension, community colleges, universities, libraries, state departments, grassroots organizations and religious groups throughout the Midwest give educators access to strategic responses to the problems created by the farm crisis.

6. Education and the Rural Economy: A Directory of Educational Models in the Northwest (1987) $3.00.
Descriptions of 38 programs developed in the Northwest illustrate the ways in which education contributes to rural economic development.

7. Conference Proceedings $3.00/Set.
A. National Invitational Meeting on Rural Postsecondary Education (1981). This conference proved to be the fore runner of the Action Agenda Project. The report looks at the future and past burdens, and formulates practical questions and basic guiding principles.

B. Second National Invitational Conference (1987). A conference synthesis summarizes the conference sessions, lists the priorities adopted by the participants, and includes executive summaries of the position papers.

C. Four Regional Conferences (1986)

This publication synthesizes the four regional "Serving the Rural Adult" conferences held in the spring of 1985.

8. Accommodating Change and Diversity (1990) $12.00 each or $20.00/Set.

A. Multicultural Practices in Rural Schools

This 96-page document explores ethnic diversity in rural communities. Five case studies of multicultural reform practices instituted in rural schools are highlighted along with resources and contacts for further information.

B. Linking Rural Schools to Communities

A companion document to that listed above, this publication focuses on economic and social change underway in rural communities. Two case studies of rural school efforts to build closer links to their communities through community development, social services, and lifelong learning are described and accompanied by lists of additional resources and contact people.

9. Adult Literacy - The Rural Context (In Press 1991) Price to be determined.

This publication explores issues of adult literacy from the perspective of rural communities. More than 700 rural practitioners responded to a survey, contributing to a general picture of literacy practice in rural areas. Telephone interviews with 150 of the programs offer a more detailed portrait of the context within which literacy programs must function. The publication "includes estimates of rural illiteracy, characteristics of programs and students, and a discussion of effective practice." Models illustrative of community colleges, community-based organizations, libraries, worksites, family literacy, and school-based programs are explored.

10. Rural Adult Education FORUM ($15.00 per year, $25.00 per two years).

The Rural Adult Education FORUM is the primary dissemination tool for the Rural Clearinghouse for Lifelong Education and Development. The Rural FORUM is published six times each year to disseminate news and information of interest to rural practitioners and providers. In each 8-page issue an effort is made to feature a diversity of issues facing rural Americans including, sustainable agriculture and environmental issues, literacy and rural school programs, economic development, health initiatives, community leadership, educational linkages, and multicultural initiatives, among others. The newsletter is marketed to and read by: college educators, cooperative extension agents, librarians, continuing educators, policy makers, and grassroots community leaders.

RURAL CLEARINGHOUSE PUBLICATIONS ORDER FORM

_____ **Rural FORUM:** Please enter my subscription for one year at $15 (Non-U.S. $17.50).

_____ **Rural FORUM:** Please enter my subscription for two years at $25 (Non-U.S. $30.00).

_____ **1991 Conference Proceedings:** Please send me ____ copies at $15.00 per copy.

_____ **1991 Conference Tapes:** Please send me a copy of the marketing brochure.

Rural Clearinghouse Publications: Please send me a copy of the publications indicated below:

_____**1. Inventory of Model Programs** ($3.00)

_____**2. A Demographic Portrait** ($3.00)

_____**3. Private Funding Resources** ($3.00)

_____**4. Barriers to Rural Adult Education** ($3.00 Set)

_____**5. Education's Response to the Rural Crisis** ($3.00)

_____**6. Education and the Rural Economy** ($3.00)

_____**7. Conference Proceedings** ($3.00 Set)

_____**8. Accommodating Change and Diversity** ($12.00 each/$20.00 Set).

_____**9. Adult Literacy - The Rural Context** (In Press) Price to be determined.

_____ Please add $0.75/publication for shipping and handling.

_____ Kansas residents please add 4-3/4% State sales tax (Non-profits are Exempt).

Payment Method:

_____ Payment enclosed.

_____ Invoice me.

Ship To:

_____

Name Title

_____

Organization

_____

Address

_____

City State Zip

_____

Phone number

Mail to: Rural Clearinghouse for Lifelong Education and Development, College Court Building, Kansas State University, Manhattan, KS 66506-6001, (913/532-5560).